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ABSTRACT

This paper discusses the issue of children's rights and describes a study in which a 300-item attitude scale was constructed and administered to several groups of adult subjects. Major content areas, dealing with the rights of children aged 10-14 included: health, safety/care, education and information, economics, and legal, judicial, and political issues. Items conceptualized children's rights as oriented towards nurturance (i.e., the provision, by society, of supposedly beneficial objects, environments, experiences, etc., for the child) or oriented towards self-determination (i.e., stress on allowing the child to exercise control over his or her environment.) Two types of analyses were performed on the responses of the 381 subjects: (1) analysis by item subjects' attitudes regarding nurturance, self-determination, and specific issues of children's rights are sometimes independent of each other. Appendices (approximately one-third of the document) present (1) several statements of children's rights as developed by advocacy groups and others, and (2) the complete 300-item version of the Children's Rights Attitude Scale. (BRT)

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Conceptualization and Measurement of Attitudes toward Children's Rights*

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Children's rights is an issue whose time has come--now. Members of this audience need not be reminded of the recent increased interest in child advocacy. But many diverse viewpoints exist on this topic, and most are held with intensity. Certainly for every advocate there is someone else who wants children to be kept in their present status.** While it is true that groups have been formed recently for the protection of children against abuse and violence from parents and other adults, it is also true that

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**On January 22, 1975, the U.S. Supreme Court ruled by a narrow majority of five to four that unless their presence poses a physical threat, students cannot be temporarily suspended from school for misconduct, without some attention to due process. While the majority of the Court so ruled, the four dissenting judges were aroused enough to warn that the future of the public schools might be placed in jeopardy by the permissiveness of the decision (Hechinger, 1975).

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there is a new shrillness to the demands for corporal punishment in the schools (Hooper & Binkley, 1973). Likewise, while concern exists about the number of children who are starving in the African famine, there are many children in our own country who do not get adequate nutrition and health care. Also, the legal age of adulthood has been lowered to age 18 in many states, but restrictions and curfews are maintained on their work hours, free times, and sexual rights.

These contrasts illustrate the fact that our society possesses strong--yet conflicting--attitudes regarding children's rights. They also indicate that the topic is many-faceted and complex; one advocate may focus on one area (such as nutrition) while another is concerned only with legal rights of children. Likewise, another advocate may be working toward services to be provided children by the institutions of our society, while a final one may propose that the thrust should be toward children's achieving the freedom to make the choices that influence their own lives. As Rodham (1974) puts it, "children's rights" is a slogan in search of definition. It lacks any "coherent doctrine regarding the status of children as political beings" (Rodham, 1974, p. 1).

The purposes of this project are to seek clarification of what are thought of as children's rights, to develop a conceptualization of attitudes regarding children's rights, and then to construct instruments appropriate for the measurement of these attitudes.

A too-quick history of children's rights

We are all probably familiar with the fact that it was not until relatively recently that children were recognized as being anything but miniature adults. Philippe Aries, in his Centuries of Childhood (1962), has demonstrated that the conception of children as a distinct group of citizens

is unique to modern Western Culture. The editors of the Harvard Educational Review (1974, p. vi) claim: "Before the Middle Ages, infant mortality was so high that parents could not afford to become psychologically attached to children. . . . Over the centuries children have been seen as play toys for adults, souls to be saved, private property of their fathers, natural resources to be used efficiently, raw material to be molded wisely, human capital to be invested. To think about children as persons is a new conception that is only beginning to influence our laws and institutions."

It was not until the middle of this century that the U.S. Supreme Court ruled that any of personal rights enumerated in the Constitution applied to children as well as to adults (Haley vs. Ohio, 332 U.S. 569, in 1947, cited by Beyer, 1974). Since then, several other decisions by the Court have expanded the rights provided children. But as Beyer notes: "This expansion has been principally in the area of a child's relationship with the state--in contexts such as juvenile court and educational systems. Rarely do courts intervene to protect children's interests against their own parents. This reluctance is usually attributed to a judicial commitment to maintaining family unity, even when that requires depriving children of legal bargaining power" (1974, p. 5).

What is a right?

Webster's dictionary defines a right as "that to which one has a just claim; any power or privilege vested in a person by the law, custom, etc." This implies that rights have to be recognized by the society in which they may exist. At present, there is a vast contrast between elements of our society as to what is and is not a right. However, we can take the definition reproduced above to mean that rights are rather specific; that we can identify topics or subject matters that serve as the contents for various possible "rights."

Legal philosophers have recently devoted greater attention to the question, "What is a right?" Annas and Healey (1974) in a university law review article (27 Vanderbilt Law Review 243, 248, n. 27) cited by Beyer (1974) cite three possible meanings to the statement "I have a right":

1. "Because I am a citizen of this country, I possess X as a legal right created by the Constitution, by legislative action, or by prior court determination."

2. "Because of my relationship with another party, there is a strong possibility that a court of law would recognize X as my legal right."

3. "I believe that X should be recognized as a right even though a court of law would probably not recognize it as such."

Annas and Healey go on to say:

"As these examples demonstrate, there is no single or absolute definition. To understand any definition, it is necessary to understand the purpose for which the definition is sought, the audience for which it is intended, and the identity of the definer. In regard to the concept "right" it is most helpful to consider that a continuum exists. At one end would be all of those "rights" that are recognized as legal rights. These include the rights of citizenship arising under the Constitution and its amendments, the laws of the 50 states, and court decisions. Holland, in his treatise on jurisprudence, refers to such a right as "a capacity residing in one man of controlling with the assent and assistance of the State, the actions of others." T. Holland, The Elements of Jurisprudence 83 (12th ed. 1916). This is the type of right described in statement I.

"Somewhere near the middle of the continuum are those rights that would be considered by a court of law (not subject to dismissal under Fed. R. Civ.

P. 12 (b)(6), with a high degree of possibility that the court would recognize them as legal rights. In most situations, all that is needed is the appropriate justiciable controversy to present the court the opportunity to recognize a "new" legal right. This type of right involves a reasonable expectation of what a court of law would do if called upon to deal with the issue. This type of right is described by statement II.

"At the other end of the continuum are statements of what the law "ought" to be, based upon a political or philosophical conception of the nature and needs of man. In declaring what we believe should be, we are making a political statement. Such "rights" may be considered of fundamental importance and preexist recognition by positive law. The early civil rights movement provides numerous examples, as does the United Nations Universal Declaration of Human Rights. This is the kind of right described in statement III. . . ."

Are children's rights different from adult rights?

The answer to this question is, in our opinion, obviously "yes." Children, often seen as needing to be protected by others, are believed to possess rights that are not usually granted to adults. On the other hand, because of their immaturity, it is believed by many that children should not have some rights accorded to adults. Our interest is in those rights or potential rights that are accorded or denied to children because they are children. We note that the person who says "children's rights are no different from the rights of us all" is expressing an attitude about children's rights.

Specifying the Conceptual Domain

In the following sections we attempt to clarify the domain of the concept "attitude toward children's rights." We discuss three aspects:

potential vs. actual rights, conceptions of rights as nurturance vs. self-determination, and the content areas.

Potential vs. Actual Rights

In attempting to explicate the construct of children's rights, the first decision which must be made is whether to limit one's consideration to the actual rights of children as they exist at this point in time, or whether to include consideration of potential rights of children--rights which children, at this time, do not have. Any component of the social system may be viewed as having certain rights in that inclusion in the social structure necessitates delineation by law or custom the rights or status of that component. Actual rights of children, for example the right to an education at the state's expense, are finite in number, and therefore represent only moderate difficulties in terms of identification, categorization, and so forth.

Potential rights of children (or any component of the social structure), in contrast, are infinite in number, limited only by the imagination or creativity of the person proposing them. For example, the right to commit suicide, or the right to engage in prostitution, can be considered as justified components of the domain of potential children's rights: merely because they do not represent rights afforded to adults, or may be found morally reprehensible by some, does not justify their exclusions from the domain of potential rights.

We have chosen to focus our attention upon the potential rights of children, rather than upon their actual rights, for two primary reasons. First, the primary motivation for this research has arisen out of the child advocacy movement, which, by definition, is seeking an expansion of the rights of children, not merely a reaffirmation of currently granted rights.

Second, it is expected that potential rights of children will elicit a broader range of attitudes than would actual rights, which by definition reflect the legal and cultural heritage and may be assumed to rest upon a higher degree of societal consensus than potential rights.

Which potential rights?

While the potential rights of children are unlimited, at least from a conceptual point of view, research capabilities or potentials are not, and further delineation of the conceptual domain is necessitated. What potential rights of children are most meaningful to study from an attitudinal perspective? We have chosen to examine attitudes toward the rights of children by relying upon those potential rights that are currently being advocated in their behalf by a number of groups and individuals assumed to be knowledgeable about the status of children in the U.S. (see, for example, Berlin, 1975).* Such a decision is obviously arbitrary, and need not reflect either the desirability or the importance of a given potential right from the perspective of the child. Nonetheless, it does have the redeeming qualities of first delineating the subset of potential rights to be considered, and second focusing attention upon those potential rights which are probably most likely to become actual rights in the near future (assuming some positive relationship between advocacy and actualization). We have consulted a number

*Rodham (1974) lists other children's bills of rights as being by Mary Kohler, "The rights of children" Social Policy (vol. 39, March/April 1971); Paul Adams et al., Children's Rights: Toward the Liberation of the Child (New York: Praeger, 1971); and Henry H. Foster & Doris Jones Freed, "A Bill of Rights for Children," Family Law Quarterly, 6 (1972), 343.

of statement of children's rights; some of these "Bills of Rights" are listed in Appendix A. But we have relied most heavily upon the writings of Farson (1974) and the SPSSI Committee on Children's Rights (1974) in delineating the potential rights of children upon which to base our attitudinal measure.

In identifying issues and content we have also borne in mind Worsfold's (1974) proscription of three features that are necessary in any scheme justifying children's rights. These are as follows:

1. The rights must be practicable. They must be "theoretically possible, or acceptable within some larger conception of the good society" (Worsfold, 1974, p. 36).

2. They must be genuinely universal, appropriate to all children everywhere.

3. They must be of paramount importance. For example, when fair treatment is accorded children as a right, "it must override all other considerations in society's conduct toward children, for example, consideration of children's fun" (Worsfold, 1974, p. 37).

Nurturance vs. Self-determination: Two conceptions

In reviewing the advocacy literature available on children's rights, such as Holt, Farson, UNESCO, SPSSI, Harvard Educational Review Special Issue on The Rights of Children (1974), we find that there are two different conceptualizations of what rights should be extended to children. The first, which we have labeled the nurturance orientation, stresses the provision, by society, of supposedly beneficial objects, environments, experiences, etc., for the child. The nurturance orientation is essentially paternalistic in that what is good, proper, desirable, and so forth for the child is determined for the child by the society or some subset of society, not by the child.

The assumption is that such actions are in the best interests of the children, because they are dependent and "are incapable or undeserving of the right to take care of themselves and consequently need social institutions specifically designed to safeguard their position" (Rodham, 1974, p. 7).

The second conceptualization, which we have called the self-determination orientation, stresses those potential rights of the child that would allow the child to exercise control over his or her environment; to make decisions about what he or she wants; to have autonomous control over various facets of his or her life.

An example of a self-determination position is reflected in the title of a paper presented at the 1974 APA symposium on "Children's Rights and the Psychologist's Role." The paper, by Henry A. Beyer, was titled "The child's right to refuse mental health treatment." Beyer notes that the adult's right to refuse treatment or commitment to a mental institution is limited and rarely recognized, but the child's right to refuse "is rarer and more limited still" (p. 5). In short, the nurturance orientation may be simplistically considered as "giving children what's good for them" while the self-determination conceptualization may be considered as "giving children the right to decide what's good for themselves." In practice, Farson's A Child's Bill of Rights and the SPSSI Committee's A Charter of Children's Rights each contain elements of both orientations, although Farson's approach generally reflects the self-determination orientation and SPSSI's approach generally reflects the nurturance orientation. This distinction between self-determination rights and nurturance rights is closely related to the distinction which Rodham (1974) makes between the extention of adult rights to children and the passage of laws which recognize the needs of children as a special, dependent class of citizens. Adult rights tend to fall into

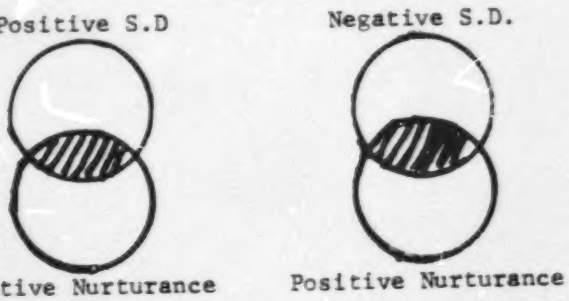
the self-determination classification (i.e., the right to enter into contracts, the right to vote, the right to choose legal counsel, etc.) while laws recognizing the needs of children tend to fall into the nurturance category (i.e., the right to an education, the right to an acceptable home environment, with the state determining the meaning of "education" and "acceptable").

What is the relationship of nurturance and self-determination?

Our initial understanding of these two concepts was that each was a unique domain. Instead of conceptualizing them as end points on some continuum, we favored Kerlinger's (1958, 1961, 1967) criterial referents approach. Each aspect may be "criterial" to some people in the sense that it attracts their attention and support; they "cue in" on this aspect. The criterial referents position may be interpreted as saying: look for more than one dimension in thinking about an attitude. Usually, when two criterial referents exist (here nurturance and self-determination), they are proposed to be orthogonal to one another. That was our original conception. Yet we recognize that rejection of some aspects of nurturance would preclude the possibility of advocating self-determination. Thus it may be better to conceive of some aspects of nurturance as being necessary for the expression of self-determination, although not sufficient for it.

This distinction became troublesome to us, however, because traditionally, the denial of self-determination rights for children has been justified on the grounds that children cannot make decisions which are in their own self-interest. Stated differently, one common reason given for denying children the right to make their own decisions is that children are too immature to understand where their own self-interests lie and that adults therefore must decide what is ultimately best for a child. Graphically

illustrated, our present dilemma may be presented as follows:



As this diagram would indicate, the main problem is one of overlap--to the extent that a positive self-determination statement reflects the opposite of the currently held belief that children cannot make a certain kind of decision wisely and that a wrong decision could have adverse consequences for the child, it may also be considered to be nurturant (negative). The obverse is also true for negative self-determination items. This problem of overlap is essentially one of definition: nurturnace = something done for the child's welfare by others (apparently including restricting the child's freedom); self-determination = giving the child the right to make his/her own decisions about matters which effect him/her.

If this conceptualization is in fact the correct one of the problem, a number of possible alternative solutions presented themselves: (1) we might have eliminated all items which fall in the shaded areas above; (2) we might have eliminated all items in the unshaded areas [illegible] and consider nurturance to be the opposite of self-determination; (3) we might have restricted the definition of either self-determination or nurturance in such a way as to make them mutually exclusive categories. We rejected the first alternative because most restrictions upon the child's right to self-determination can be (and are) justified at some level as being for the good of the child--few self-determination statements could be found which might be above challenge as having a nurturative consideration attached. The

second alternative was also rejected for a similar reason--we would be excluding a large category of nurturance statements which have nothing to do with the child's right to make decisions. The third alternative seemed most promising, because it excludes nothing. It is suggested that such might be achieved by narrowing the definition of nurturance to exclude all approaches to nurturance which rest upon a denial of the child's right to make his/her own decisions. Nurturance statements are, therefore, only those which advocate, or conversely oppose, the extension of special goods and services to children or the extension of goods and services given adults to children.

Content areas

While we feel that the distinction between the rights* of self-determination and nurturance is crucial, we have also anticipated that attitude toward children's rights will vary according to subject matter or content area. That is to say, for example, that some individuals may support educational self-determination for a child of a given age, but may not support economic self-determination for that child, or vice-versa. In trying to identify content areas, or subject matters, across which variation may occur in attitudes, we have again relied extensively upon the Bills of Rights available, especially the Farson typology of children's rights and the SPSSI Committee's typology. In attempting to develop a typology of children's rights we have followed the following steps: (1) specifically identifying, to the most precise degree possible, the various rights contained within each broad classification of rights proposed by both SPSSI and Farson; and (2) where appropriate, combining the two typologies. The

*From this point any use of the "right(s)" will be understood as designating potential rights.

results of step 1 may be seen in Appendix A, where we have summarized their goals.

Step 2, obviously more complex than step 1, required the application of three decision rules to determine what would be included in the final typology, and where a given right would appear. Rule 1 was that a right must be reasonably enforceable--SPSSI right #1--Welcome, was the only right eliminated on these grounds. Rule 2 was that content area must be independent--hence, in Farson's typology, for example, the right to sexual freedom disappeared because right to sexual information was redundant with the right to information, the right to sexual behavior legal for adults was redundant with the right to justice, and the right to a nonsexist education corresponded to one of the SPSSI rights under education. Rule 3, the most subjective, was that each major content area should reflect approximately the same level of abstraction or specificity--e.g., the right to legal counsel should not appear at the same level as the right to health. The results of application of these three rules may be seen in Table 1, our initial typology of children's rights. (This typology was slightly modified at the item-writing stage.)

Table 1

A Combined Typology of Children's Rights

I. Health and Safety
   A. Self-determination
      1. the right to refuse or accept treatment without parental consent (SPSSI, II-C)
      2. the right to refuse sedation or other behavior-modification medications given for the convenience of caretakers (SPSSI, II-B)
   B. Nurturance
      1. the right to optimal health care beginning in the prenatal period continuing throughout childhood (SPSSI, II-A)
      2. the right to adequate nutrition (SPSSI, IV)
         a. the right to sufficient quality, quantity, and variety of food to insure maximum health, growth, and mental development (SPSSI, IV-A)
         b. the right to have additives and adulteration of foods regulated
         c. the right to nutritious lunches for all school children and the elimination of "empty calorie" items from school lunches (SPSSI, IV-C)
      3. the right to responsive design
         a. the right to product safety (SPSSI, III-E; F, III-A)
         b. the right to safe environmental planning (SPSSI, III-F; F, III-A)

II. Care
   A. Self-determination
      1. the right to choose an alternative home environment (F, II-B)
   B. Nurturance
      1. the right to have alternative home environments provided (SPSSI, III-H; F, II-A)
      2. the right to protection from physical, sexual, or psychological abuse (SPSSI, III-A)
      3. the right to protection from neglect (SPSSI, III-B)
      4. the right to an abolition of corporal punishment (SPSSI, III-C&D; F, VI)
      5. the right to accessible social services for abused, harshly punished, or neglected children (SPSSI, III-C)
      6. the right to adequate clothing (SPSSI, V-A)
      7. the right to adequate housing (SPSSI, V-B)
      8. the right to a continuing relationship of trust with one primary and a few auxiliary adults who can reciprocate

III. Education and Information
   A. Self-determination
      1. the right to design one's own education (F, V-A)
      2. the right not to attend school (F, V-B)
      3. the right to information (F, IV, VII-A)
      4. the right to choose apprenticeship over school (F, VIII-D)

Table 1 (cont'd)

B. Nurturance
   1. the right to a full-quality education, including physical, vocational, experiential, and academic programs (SPSSI, VII-A)
   2. the right of access to quality alternative schooling for those whom standard methods and curriculum are ineffective (SPSSI, VII-C)
   3. the right to freedom from coercive threat, humiliation, or infliction of pain in the educational system (SPSSI, VII-B)
   4. the right to freedom from racial, sexual, or other stereotyping in texts, curriculum, etc. (SPSSI, VII-D; F, VII-B)

IV. Economic
   A. Self-determination
      1. the right to work (SPSSI, VIII-B; F, VIII-A)
         a. the right to earnings (SPSSI, VIII-C)
         b. the right to acquire and manage money (F, VIII-B)
      2. the right to own property (F, VIII-F)
      3. the right to gain promotion to leadership positions (F, VIII-E)
      4. the right to develop a credit record (F, VIII-G)
      5. the right to enter into binding contracts (F, VIII-H)
      6. the right to engage in business (F, VIII-I)
      7. the right to achieve financial independence (F, VIII-J)
   B. Nurturance
      1. the right to freedom from the necessity to labor excessively at home or elsewhere (SPSSI, VIII-A)
      2. the right to obtain guaranteed support apart from the family (F, VIII-K)
      3. the right to equal pay for equal work (F, VIII-C)

V. Legal-Judicial-Political
   A. Self-determination
      1. the right to vote (F, IX-A)
      2. the right to choose counsel (SPSSI, IX-A)
      3. the right to informed consent (SPSSI, X-A)
      4. the right to access to data banks, files, etc., to prevent misuse or to correct erroneous input (SPSSI, X-C)
      5. the right to information concerning one's natural parents upon reaching the age of majority (SPSSI, IX-B)
   B. Nurturance
      1. the right to due process (SPSSI, IX-D, X-A)
      2. the right to an elimination of the double standard of what constitutes a punishable offense for an adult and a child (SPSSI, IX-C; F, VII-C & X-C)
      3. the right to "advocates" to protect the child's rights against parents as well as the system (F, X-B)
      4. the right to be free from labeling except when the benefits of early identification clearly outweigh the deleterious effects of labeling (SPSSI, X-B)

Thus, as Table 1 indicates, we proposed viewing children's rights as divided into five basic content areas: Health and Safety, Education and Information, Economic, Care, and Legal-Judicial-Political. Within each of these content areas there is a dimension of self-determination and a separate dimension of nurturance.

The "age problem"

When asking some people their position on children's rights, we find that their initial reaction is to make a distinction on the basis of age. So far, we have not discussed this difficult problem. Our eventual plan is to develop separate items for four different age levels on the attitude object: i.e., attitudes toward the rights of children up to six years of age; toward those children ages 6-11; those 12-15, and those 16-18. (We assumed that those persons beyond the age of 18 are no longer considered to be "children" by a majority of respondents.)*

As a beginning, however, we used as our attitude object the rights of children ages 10-14. This age range seemed to be a happy middle-ground at first, although in retrospect we now think it would have been wiser to limit the referent to ages 12-14 or 10-12. There is just too much happening between the ages of 10 and 14 to make this age span an integrated one.

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*According to Time magazine by late 1974, forty-one states had lowered their age of majority from 21 to 18. In all but two states (Nebraska and Wyoming), 18-year-olds do not need parental consent to get an abortion or other pregnancy-related health services.

Previously developed measures and their adequacy

A number of attitudinal instruments constructed by other researchers appear to be earlier attempts at tapping the dimension which we prefer to call attitudes toward the self-determination rights of children. These instruments include: A Survey of Opinions Regarding the Discipline of Children (Itkin, 1952); Attitude Toward the Freedom of Children (Koch, Dentler, Dysart, & Streit, 1934); Attitudes Toward Parental Control of Children (Stogdill & Goddard, 1936); Attitude Toward Parental Control of Children's Activities (Stott, 1940); and certain subscales of the Parental Attitude Research Instrument-Revised (Cross & Kawash, 1968) and the Inventory of Family Life and Attitudes (Platt, Chrost, & Jurgenson, 1960). Generally speaking, all of these instruments focus upon the "freedom" of children in the home environment, and do not consider or measure what the "freedoms" of children in other settings or spheres of activity (e.g., economics, legal-judicial, health, etc.) should be.

Also there is a new scale developed by Irwin Hyman and his associates (Hyman, Petruzzi, & Schlossman, 1975), which will be reported on at a symposium later at this convention. While we have not seen a copy of this instrument, correspondence indicates that Hyman and his associates are more oriented toward child advocacy in particular, while our goal is the development of a descriptive model and instrument.

Construction of first-draft scales

For both Nurturance and Self-determination and for each of the five

content areas, it was decided to construct items dealing with the rights of one age group (children ages 10-14). Each of the three authors attempted to construct approximately 20 items for each of the 10 (2x5) categories. One problem immediately surfaced; it was impossible to generate many items dealing with Self-determination and Care. Table 1 is very brief on this aspect, for example. First the suggestion of combining Care with Health and Safety was considered, but then it was thus decided to revise the structure, to pool Care with Safety and make this one category, while Health was made a separate category. There were numerous decisions about where to put itmes of overlapping orientation. For example, items about sleep were placed under Care, as were those on drinking alcoholic beverages and obesity. We considered Care to be broader than Health. But items on physical examinations and dental exams were placed under Health.

Another area of confusion was Legal Rights vs. Education. It was decided that items about access to files about oneself would be included under Education/Information, rather than Legal/Judicial, but protection of confidentiality went under the latter.

Each of the three authors generated about 20 items for each revised category. The adequacy of each of these was rated on a three-point scale independently by each author. Then the three authors met, compared their ratings of each item, discussed the item, in many cases revised it, rejected others, and thus drew up a draft version of each subscale. These 10 subscales contained between 32 and 40 items each; each subscale contained approximately the same number of positively scored and negatively scored items.

These sets of items were subjected to further review. The authors reviewed each set separately, deleted items, rewrote others, and composed

new ones so that there were 30 items for each of the 10 content-dimension combinations. (See Appendix B for these.) Each subscale was approximately balanced between positively scored and negatively scored items. The 300 items that comprise this version of the scale are reproduced in Appendix B, along with the scoring keys that list the items on each subscale.

Subjects

The 300-item scale was administered to different groups of subjects, including high school juniors and seniors, undergraduate education majors at Peabody College, undergraduates in liberal arts courses at University of Tennessee-Nashville, Vanderbilt University and Belmont College, and school teachers taking summer school courses at Peabody College. The total number of subjects was approximately 500, although because of time restrictions not all subjects were able to complete all 300 items. The number of subjects used in the analyses reported in this paper equals 381.

Data analysis and results

Two types of item analysis were completed, in keeping with our goal of preparing separate subscales and also two overall scales, so that scale users could choose scales of the length and type they desired.

Subscale item analysis. Using its designated subscale score as the criterion, each item was correlated with the summation of the 30 items on that subscale. These item-subscale correlations are reported in Table 2. Note that in the case of the five Nurturance subscales, all but two of the 150 correlations are positive in direction. However, many are quite low in magnitude. For example, 59 of the 150 are +.30 or lower.

For Self-Determination items, the picture is somewhat different; the correlations run higher. (These are reported on the second page of Table 2.) None of these correlations is negative; only 20 of 150 are .30 or below.

Table 2

Correlations of Items and Their Subscale Score--Part 1

Nurturance

Health

+		-	
1A	.17	21B	.06
11A	.28	31B	.54
21A	.21	41B	.53
31A	.47	51B	.24
41A	.41	61B	.16
51A	.14	71B	.48
61A	.46	81B	.52
71A	.19	91B	.16
81A	.47	101B	.52
91A	.36	111B	.23
101A	.43	121B	.48
111A	.26	131B	.39
121A	.51	141B	.25
131A	.47		
141A	.47		
1B	.39		
11B	.40		

α = .85

$\bar{X}$ = 180.06

Educ./Info.

+		-	
7A	.35	17B	.32
17A	.33	27B	.48
27A	.46	37B	.49
37A	.37	47B	.48
47A	.41	57B	.41
57A	.38	67B	.41
67A	.36	77B	.43
77A	.50	87B	.35
87A	.46	97B	.52
97A	.46	107B	.49
107A	.32	117B	.34
117A	.46	127B	.53
127A	.50	137B	.53
137A	.46	147B	.48
147A	.47		
7B	.41		

α = .90

$\bar{X}$ = 180.40

Economic

+		-	
3B	.06	3A	.16
13B	.34	13A	.18
23B	.20	23A	.35
33B	.30	33A	.12
43B	.41	43A	.38
53B	.30	53A	.39
63B	.06	63A	.34
73B	.27	73A	.27
83B	.29	83A	.30
93B	.10	93A	.13
103B	.37	103A	.14
113B	.25	113A	.15
123B	.10	123A	.23
133B	.32	133A	.35
143B	.15	143A	.43

α = .78

$\bar{X}$ = 131.64

Safety/Care

+		-	
9B	.27	9A	.33
19B	.08	19A	.44
29B	.29	29A	.26
39B	.31	39A	.19
49B	.22	49A	.42
59B	.26	59A	.38
69B	.49	69A	.31
79B	.16	79A	.28
89B	.44	89A	.43
99B	.45	99A	.32
109B	.35	109A	.45
119B	.59	119A	.40
129B	.43	129A	.29
139B	.54	139A	.19
149B	.35	149A	.22

α = .82

$\bar{X}$ = 171.82

Legal, Judicial, Political

+		-	
5A	.33	5B	.21
15A	.32	15B	.21
25A	.27	25B	.42
35A	.18	35B	.30
45A	.36	45B	.41
55A	.29	55B	.31
65A	.39	65B	.38
75A	.18	75B	.32
85A	.15	85B	.01
95A	.14	95B	.44
105A	.36	105B	.23
115A	.47	115B	.19
125A	.05	125B	.62
135A	.20	135B	.22
145A	.25	145B	.40

α = .80

$\bar{X}$ = 146.79

Table 2

Correlations of Items and Their Subscale Score--Part 2

Self-determination

Health		Educ./Info.		Economic		Safety/Care		Legal, Judicial, Political	
+	-	+	-	+	-	+	-	+	-
6B .56	6A .17	142A .35	2A .17	8A .23	8B .51	4A .40	4B .32	150A .52	10A .35
16B .58	16A .43	2B .60	12A .39	18A .31	18B .47	14A .20	14B .57	10B .56	20A .32
26B .44	26A .38	12B .67	22A .45	28A .27	28B .24	24A .36	24B .46	20B .66	30A .51
36B .49	36A .35	22B .45	32A .48	38A .44	38B .47	34A .47	34B .56	30B .50	40A .34
46B .41	46A .51	32B .46	42A .47	48A .53	48B .45	44A .33	44B .41	40B .34	50A .51
56B .16	56A .49	42B .29	52A .31	58A .56	58B .50	54A .44	54B .47	50B .17	60A .46
66B .59	66A .14	52B .50	62A .41	68A .52	68B .58	64A .56	64B .43	60B .58	70A .35
76B .56	76A .24	62B .55	72A .47	78A .51	78B .57	74A .60	74B .32	70B .13	80A .04
86B .49	86A .59	72B .47	82A .42	88A .55	88B .47	84A .48	84B .29	80B .14	90A .50
96B .55	96A .37	82B .50	92A .40	98A .54	98B .46	94A .35	94B .50	90B .53	100A .08
106B .55	106A .14	92B .42	102A .61	108A .44	108B .54	104A .52	104B .52	100B .57	110A .52
116B .54	116A .31	102B .48	112A .33	118A .52	118B .63	114A .56	114B .48	110B .48	120A .44
126B .52	126A .39	112B .50	122A .59	128A .46	128B .35	124A .46	124B .58	120B .42	130A .49
136B .50	136A .39	122B .53	132A .48	138A .45	138B .46	134A .50	134B .09	130B .54	140A .51
146B .39	146A .40	132B .50		148A .56	148B .24	144A .60	144B .31	140B .53	
		142B .18						150B .56	
α = .89		α = .90		α = .91		α = .89		α = .89	
$\bar{X}$ = 105.43		$\bar{X}$ = 127.58		$\bar{X}$ = 126.90		$\bar{X}$ = 116.15		$\bar{X}$ = 123.61	

The difference reflects the greater variability in response to Self-Determination statements. One problem with the Nurturance statements is their high levels of agreement (on most of the subscales). For example, the mean score on Nurturance-Health is 180.06, or an average response per item of 5.01 (right at the "moderately agree" value).

Cronbach coefficient alphas are also reported for each subscale in Table 2. These of course serve as indices of internal-consistency-type reliability. They range from .78 to .85 for Nurturance and from .89 to .91 for Self-Determination. This difference between the two overall dimensions is consistent with the previously mentioned item-subscale correlations. However, the reliability coefficients for both dimensions are encouraging, in light of the fact that they are based on a first-draft scale.

By using these results, we prepared shortened and purified subscales. These are described in Table 3. Our goal was to select 10 items from the 30 on each original subscale. Three decision rules were used: (1) the correlation with total subscale score; (2) a balance between positively-scored and negatively-scored items (our ground rule was nothing more extreme than a 7/3 split--it developed that only one of 10 shortened subscales ended up that unbalanced); (3) avoidance of overlapping contnet and inclusion of reversals as much as possible.

Table 3 presents the item numbers and summary of content for each of these shortened subscales. Note that all items selected have at least a modest correlation with the original subscale's total score. Also note that most of these shortened subscales cover a variety of topics and issues within the broad content label. We recommend the use of these shortened subscales when a profile of attitudes in different content areas is needed.

We estimate that these 100 items can be completed in 20-30 minutes by almost all respondents.

Overall scale item analysis. We did a second item analysis because we wanted to have available for users shortened forms of the overall Nurturance and Self-Determination scales. Thus we computed the correlations of each item with its overall scale dimension (i.e., either Nurturance and Self-Determination). These are listed in Table 4. As you would expect, these correlations are generally higher than those with the subscale scores. Table 4 also indicates that the Cronbach coefficient alpha coefficients for these are .94 for Nurturance and .97 for Self-Determination--both quite high.

For the shortened overall scales, we selected 25 items each, using the following decision rules: (1) correlation with overall scale score; (2) at least 4 items and no more than 6 items from each subscale (we ended up with 5 from each); and (3) a 3/2 split between positively scored and negatively scored items from each subscale. The resulting set of two 25-item scales is indicated in Table 5, on which "X's" indicate the selected items. We estimate that it takes about 15-20 minutes to complete the pair.

The second type of data analysis obtained the intercorrelations between scores on the 10 subscales and the two total scales (see Table 6.) A comparison of these permits us to determine if there is justification for our two-by-five conceptualization of attitudes toward children's rights. For example, we predicted that correlations between subscales within the same dimension would be higher than those with the same topic but in different dimensions (i.e., that Self-Determination--Health and Self-Determination--Safety and Care would correlate higher than Self-Determination--Health vs. Nurturance--Health). Yet we also predicted that within a dimension, there

Table 3: Shortened Subscales

1. Nurturance--Health

   Positively scored: items 31A, 61A, 81A, 121A, 141A
   (covers content on school lunches, dental treatment, physical exams, mental health care, and eyeglasses)

   Negatively scored: items 31B, 41B, 81B, 101B, 121B
   (covers content on nutrition, breakfasts at school, paying for dental care, free hospitals, and medicine)

   Lowest item--subscale correlation = .47

2. Nurturance--Education and Information

   Positively scored: items 27A, 77A, 97A, 117A, 127A
   (covers content on poor children, musical and artistic offerings, job skills training, no sex discrimination, and wide opportunities in school)

   Negatively scored: items 47B, 97B, 127B, 137B, 147B
   (covers content on unbiased textbooks, expelling children, inner city schools, some systems better than others, library materials on differing viewpoints)

   Lowest item--subscale correlation = .46

3. Nurturance--Economic

   Positively scored: items 13B, 43B, 103B, 133B
   (covers content on providing jobs, same wages as adults, age discrimination, and unfair business practices)

   Negatively scored: items 23A, 43A, 53A, 63A, 133A, 143A
   (covers content on unemployment compensation, providing jobs, same wages as adults, parents working children long hours, leadership promotions, and paying children less than adults)

   Lowest item--subscale correlation = .32 (Note: because of few items having acceptable item-subscale correlations, the content between positively-scored and negatively-scored items overlaps more on this subscale.)

4. Nurturance--Safety and Care

   Positively scored: items 69B, 79B, 99B, 119B, 129B, 139B
   (covers content on clean clothing, parents' beating, protection from neglect, good housing, safe neighborhoods, and counseling--home care)

   Negatively scored: items 19A, 49A, 89A, 109A
   (covers content on adequate housing, loving home environment, adequate clothing, and principals' physical punishing of children)

   Lowest item--subscale correlation = .42

5. Nurturance--Legal, Political, Judicial

Positively scored: items 45A, 65A, 105A, 115A
(covers content on trial by jury, trial rights like adults, legal aid in custody suits, and legal aid against cruel parents)

Negatively scored: items 25B, 45B, 65B, 95B, 125B, 145B
(covers content on committing children to training school, to do so without legal proceedings, extra-severe punishments, no need for child's "legal advocates" against parents, rights to have lawyers, right of bail)

Lowest item--subscale correlation = .36

6. Self-determination--Health

Positively scored: items 6B, 66B, 76B, 96B, 106B, 116B, 136B
(covers content on following or rejecting doctor's orders, refusing medical treatment, choosing doctors, getting birth control pills, ignoring health habits, brushing teeth, and wearing eyeglasses)

Negatively scored: items 46A, 56A, 86A
(covers content on who decides psychiatric treatment, who decides on physical examinations, who decides health care)

Lowest item--subscale correlation = .49 (Note: only three negatively-scored items had correlations above .43; thus seven positively-scored items were selected.)

7. Self-determination--Education and Information

Positively scored: items 2B, 12B, 52B, 82B, 112B, 132B
(covers content on reading rights, movie viewing, dropping out of school, choice of school subjects, right to sexual information, right to see their medical records)

Negatively scored: items 32A, 102A, 122A, 132A
(covers content on hiring teachers, censorship on reading, censorship of movies, and forcing daily school attendance)

Lowest item--subscale correlation = .48

8. Self-determination--Economic

Positively scored: items 48A, 58A, 88A, 98A, 118A
(covers content on buying property, right to credit, right to checking account, right to obtain loans, and right to work many hours)

Negatively scored: items 18B, 38B, 58B, 108B, 118B
(covers content on working fulltime, having own savings account, signing legal contracts, spending approval by parents, and opportunities for work)

Lowest item--subscale correlation = .47

9. Self-determination--Safety/Care

Positively scored: items 64A, 74A, 114A, 134A, 144A
(covers content on rights to leave home, decide bedtime, decide eating time, how and when to wash, and what to wear regardless of weather)

Negatively scored: items 14B, 34B, 94B, 114B, 124B
(covers content on dangerous games and sports, right to decide where to live, when to ride bicycles, whether to attend church, and whether it is okay to sleep outside)

Lowest item--subscale correlation = .48

10. Self-determination--Legal, Judicial, Political

Positively scored: items 10B, 20B, 60B, 100B, 130B, 150B
(covers content on rights to sue, to choose own lawyer, to get married, to act as own lawyer if on trial, to decide what information is released to others)

Negatively scored: items 60A, 110A, 120A, 130A, 140A
(covers content on right to decide whether they need a lawyer, rights to sue parents, rights to keep personal information from parents, to act as own lawyer, and rights to run for office)

Lowest item--subscale correlation = .44

Table 4

Correlations of Items and Their Overall Scale Score--Part 1

Nurturance

Health		Educ./Info.		Economic		Safety/Care		Legal, Judicial, Political	
+	-	+	-	+	-	+	-	+	-
1A .22	21B .36	7A .43	17B .52	3B -.08	3A .13	9B .36	9A .38	5A .41	5B .51
11A .35	31B .60	17A .41	27B .59	13B .55	13A .45	19B .17	19A .50	15A .41	15B .25
21A .33	41B .56	27A .58	37B .58	23B .44	23A .53	29B .37	29A .24	25A .36	25B .40
31A .59	51B .30	37A .35	47B .60	33B .23	33A .39	39B .36	39A .35	35A .48	35B .44
41A .47	61B .43	47A .47	57B .53	43B .51	43A .50	49B .37	49A .49	45A .46	45B .41
51A .27	71B .50	57A .53	67B .46	53B .53	53A .52	59B .40	59A .47	55A .36	55B .53
61A .55	81B .57	67A .49	77B .57	63B .31	63A .30	69B .49	69A .43	65A .40	65B .32
71A .40	91B .40	77A .63	87B .48	73B .49	73A .30	79B .29	79A .31	75A .53	75B .29
81A .57	101B .52	87A .49	97B .53	83B .56	83A .20	89B .49	89A .51	85A .42	85B -.05
91A .50	111B .41	97A .69	107B .57	93B .32	93A .25	99B .51	99A .43	95A .48	95B .37
101A .53	121B .53	107A .44	117B .50	103B .49	103A .30	109B .42	109A .44	105A .48	105B .52
111A .39	131B .37	117A .56	127B .66	113B .31	113A .07	119B .62	119A .51	115A .35	115B .47
121A .64	141B .26	127A .65	137B .58	123B .43	123A .49	129B .47	129A .39	125A .07	125B .49
131A .57		137A .52	147B .61	133B .23	133A .41	139B .61	139A .32	135A .52	135B .15
141A .63		147A .52		143B .13	143A .48	149B .48	149A .34	145A .44	145B .35
1B .37		7B .49							
11B .40									

α = .94

$\bar{X}$ = 810.39

Table 4

Correlations of Items and Their Overall Scale Score--Part 2

Self-determination

Health		Educ./Info.		Economic		Safety/Care		Legal, Judicial, Political	
+	-	+	-	+	-	+	-	+	-
6B .65	6A .16	142A .43	2A .25	8A .29	8B .57	4A .44	4B .30	150A .58	10A .48
16B .68	16A .51	2B .66	12A .51	18A .41	18B .50	14A .23	14B .63	10B .61	20A .41
26B .57	26A .38	12B .70	22A .54	28A .32	28B .29	24A .43	24B .54	20B .69	30A .56
36B .60	36A .46	22B .50	32A .54	38A .52	38B .51	34A .55	34B .57	30B .58	40A .47
46B .56	46A .54	32B .57	42A .53	48A .61	48B .50	44A .39	44B .48	40B .32	50A .53
56B .27	56A .54	42B .41	52A .34	58A .62	58B .54	54A .48	54B .53	50B .20	60A .53
66B .64	66A .21	52B .50	62A .46	68A .59	68B .62	64A .59	64B .53	60B .58	70A .42
76B .53	76A .28	62B .52	72A .56	78A .61	78B .63	74A .65	74B .37	70B .22	80A .09
86B .37	86A .54	72B .58	82A .46	88A .66	88B .55	84A .51	84B .31	80B .21	90A .54
96B .52	96A .42	82B .56	92A .43	98A .62	98B .54	94A .43	94B .55	90B .62	100A .16
106B .59	106A .26	92B .40	102A .67	108A .52	108B .56	104A .59	104B .57	100B .62	110A .59
116B .62	116A .36	102B .53	112A .43	118A .59	118B .66	114A .61	114B .55	110B .55	120A .50
126B .62	126A .47	112B .60	122A .63	128A .56	128B .41	124A .55	124B .62	120B .50	130A .44
136B .61	136A .51	122B .58	132A .46	138A .52	138B .53	134A .54	134B .16	130B .58	140A .56
146B .40	146A .56	132B .57		148A .63	148B .28	144A .64	144B .31	140B .55	
		142B .27						150B .64	

α = .97

$\bar{X}$ = 599.66

Table 5

Shortened Nurturance and Self-Determination Scales
(X = retained item)

Nurturance

Health

+	-
1A___	21B___
11A___	31B X
21A___	41B X
31A___	51B___
41A___	61B___
51A___	71B___
61A___	81B___
71A___	91B___
81A X	101B___
91A___	111B___
101A___	121B___
111A___	131B___
121A X	141B___
131A X	
141A___	
1B___	
11B___	

Educ./Info.

+	-
7A___	17B___
17A___	27B___
27A___	37B___
37A___	47B___
47A___	57B___
57A___	67B___
67A___	77B___
77A X	87B___
87A___	97B___
97A___	107B___
107A___	117B___
117A X	127B X
127A X	137B___
137A___	147B X
147A___	
7B___	

Economic

+	-
3B___	3A___
13B X	13A___
23B___	23A___
33B___	33A___
43B___	43A___
53B X	53A X
63B___	63A___
73B___	73A___
83B X	83A___
93B___	93A___
103B___	103A___
113B___	113A___
123B___	123A X
133B___	133A___
143B___	143A___

Safety/Care

+	-
9B___	9A___
19B___	19A___
29B___	29A___
39B___	39A___
49B___	49A___
59B___	59A___
69B___	69A___
79B___	79A___
89B___	89A X
99B X	99A___
109B___	109A___
119B X	119A X
129B___	129A___
139B X	139A___
149B___	149A___

Legal, Judicial, Political

+	-
5A___	5B X
15A___	15B___
25A___	25B___
35A___	35B___
45A___	45B___
55A___	55B X
65A___	65B___
75A X	75B___
85A___	85B___
95A___	95B___
105A___	105B___
115A___	115B___
125A___	125B X
135A X	135B___
145A___	145B___

Self-determination

Health

+	-
6B X	6A___
16B X	16A___
26B___	26A___
36P___	36A___
46B___	46A___
56B___	56A___
66B X	66A___
76B___	76A___
86B___	86A X
96B___	96A___
106B___	106A___
116B___	116A___
126B___	126A___
136B___	136A___
146B___	146A X

Educ./Info.

+	-
142A___	2A___
2B___	12A___
12B X	22A___
22B___	32A___
32B___	42A___
42B___	52A___
52B___	62A___
62B___	72A X
72B___	82A___
82B___	92A___
92B___	102A X
102B___	112A___
112B X	122A___
122B X	132A___
132B___	
142B___	

Economic

+	-
8A___	8B___
18A___	18B___
28A___	28B___
38A___	38B___
48A___	48B___
58A X	58B___
68A___	68B___
78A___	78B X
88A X	88B___
98A___	98B___
108A___	108B___
118A___	118B X
128A___	128B___
138A___	138B___
148A X	148B___

Safety/Care

+	-
4A___	4B___
14A___	14B X
24A___	24B___
34A___	34B___
44A___	44B___
54A___	54B___
64A___	64B___
74A X	74B___
84A___	84B___
94A___	94B___
104A___	104B___
114A X	114B___
124A___	124B X
134A___	134B___
144A X	144B___

Legal, Judicial, Political

+	-
150A___	10A___
10B___	20A___
20B X	30A___
30B___	40A___
40B___	50A___
50B___	60A___
60B___	70A___
70B___	80A___
80B___	90A___
90B X	100A___
100B___	110A X
110B___	120A___
120B___	130A___
130B___	140A X
140B___	
150B X	

would be some subscale intercorrelations so low that we justify an interpretation that attitudes toward the two content areas were unrelated.

As can be seen in Table 6, these predictions were partially borne out, although there were a few exceptions. All of the self-determination subscales correlate more highly with their fellow self-determination subscales than they do with the nurturance subscales. Four of the six (including the Nurturance Overall Scale) nurturance scales consistently correlate more highly with their fellow nurturance subscales than they correlate with the self-determination subscales. Two of the nurturance subscales, however, show a pattern of correlating more highly with the self-determination subscales than with their fellow nurturance subscales: these are the Nurturance-Economic and the Nurturance-Legal, Judicial, Political (L/J/P) subscales. In our opinion, the most parsimonious explanation of this finding rests upon the problem of conceptual overlap between nurturance and self-determination issues discussed earlier in this paper. We suspect that economic, legal, judicial, and political protection or services are perceived by subjects as necessary prerequisites to allow children to be self-determining, to exert control or influence over their lives. A contributing factor to this finding may be the relatively low pattern of item-subscale total correlations obtained on these two subscales (see Table 2), indicating a relatively high degree of heterogeneity of item content: a number of these items may correlate highly with the self-determination scales, while others may correlate more highly with the nurturance scales. It should be noted that these two subscales still correlate more highly with the Nurturance Overall Scale than with the Self-determination Overall Scale: this finding, however, may be an artifact resulting from inclusion of scores on these two scales in

Table 6

Intercorrelations of Subscale Scores

		1	2	3	4	5	6
1	HEALTH-NURTURANCE	1.000	0.669	0.347	0.726	0.374	0.778
2	ED/INF-NURTURANCE	0.669	1.000	0.445	0.701	0.508	0.852
3	ECONOMIC-NURTURANCE	0.347	0.445	1.000	0.463	0.619	0.727
4	SAF/CARE-NURTURANCE	0.726	0.701	0.463	1.000	0.435	0.837
5	L/J/P-NURTURANCE	0.374	0.508	0.619	0.435	1.000	0.751
6	NURTURANCE-TOTAL	0.778	0.852	0.727	0.837	0.751	1.000
7	HEALTH-S.DETERMINAT	-0.066	0.101	0.477	0.041	0.575	0.292
8	ED/INF-S.DETERMINAT	0.142	0.306	0.646	0.233	0.693	0.517
9	ECONOMIC-S.DETERMIN	0.121	0.298	0.585	0.178	0.703	0.485
10	SAF/CARE-S.DETERMIN	0.066	0.230	0.559	0.111	0.669	0.421
11	L/J/P-S.DETERMINAT	0.124	0.258	0.637	0.212	0.690	0.491
12	S.DETERMINATION-TOT	0.082	0.240	0.595	0.143	0.682	0.447

		7	8	9	10	11	12
1	HEALTH-NURTURANCE	-0.066	0.142	0.121	0.066	0.124	0.082
2	ED/INF-NURTURANCE	0.101	0.306	0.298	0.230	0.258	0.240
3	ECONOMIC-NURTURANCE	0.477	0.646	0.585	0.559	0.637	0.595
4	SAF/CARE-NURTURANCE	0.041	0.233	0.178	0.111	0.212	0.143
5	L/J/P-NURTURANCE	0.575	0.693	0.703	0.669	0.690	0.682
6	NURTURANCE-TOTAL	0.292	0.517	0.485	0.421	0.491	0.447
7	HEALTH-S.DETERMINAT	1.000	0.766	0.726	0.774	0.782	0.805
8	ED/INF-S.DETERMINAT	0.766	1.000	0.760	0.809	0.787	0.851
9	ECONOMIC-S.DETERMIN	0.726	0.760	1.000	0.804	0.775	0.827
10	SAF/CARE-S.DETERMIN	0.774	0.809	0.804	1.000	0.766	0.833
11	L/J/P-S.DETERMINAT	0.782	0.787	0.775	0.766	1.000	0.826
12	S.DETERMINATION-TOT	0.805	0.851	0.827	0.833	0.826	1.000

the computation of the Nurturance Total Scale scores, rather than a true indication that these subscales are measuring the concept of nurturance.

The finding that the Nurturance-Economic and the Nurturance-Legal, Judicial, Political subscales correlate more highly with the self-determination subscales than with their fellow nurturance subscales may have implications regarding revision of the two new, revised scales reported earlier in this section. We are currently in the process of undertaking additional analyses to ascertain whether the items from these two subscales which are included on the revised versions of the CRA scale should still be treated as nurturance items for scoring purposes. For the time being, it is suggested that the new versions of the CRA scale be scored as previously indicated, until such time as further evidence settles this issue.

One hypothesis which we wished to test was that different populations, or groups, would vary in regard to their responses to the CRA scale. To test this hypothesis, subjects were assigned, on the basis of information collected during administration of the CRA scale, to one of 8 different experimental cells as defined by two levels of sex of subject and four different groups: (1) high school juniors and seniors; (2) undergraduate education majors; (3) other undergraduates; and (4) adults.

Data regarding subject sex were not available on 13 of the original 381 subjects--these 13 subjects were excluded from this portion of the study.

Twelve different 4 x 2 least-squares analyses of variance were computed--one on subjects' scores on each of the 10 CRA subscales and one each on subjects' scores on the overall Nurturance and Self-determination scales. The results of these analyses may be seen in Table 7 for the Nurturance scales and in Table 8 for the Self-determination scales. Group differences were found to be statistically significant on all twelve dependent measures.

Post-hoc comparisons of group differences were made using the Newman-Keuls test procedure. The results of these post-hoc comparisons are summarized in Table 9 for the Nurturance scales and Table 10 for the Self-determination scales. As can be seen in Table 9, the most striking finding in regard to the Nurturance scales is that on three of the five subscales and on the Nurturance Overall scale, high school students hold attitudes that are significantly less favorable toward the nurturant rights of children than those of any of the other three groups. In examining group differences on the Nurturance Overall scale, it also is evident that undergraduate education majors hold significantly more favorable attitudes toward the nurturant rights of children than any of the other three groups. In regard to the self-determination scales (see Table 10), the overall pattern which emerges is one of high school students in particular, and to a lesser extent, undergraduate education majors, holding more favorable attitudes toward the self-determination rights of children than either adults or other college undergraduates.

As can be seen in Table 10, a main effect for sex of subject was found in four of the twelve analyses of variance. All four of these analyses were on nurturance scales, and in each instance, females were found to be expressing more favorable attitudes toward the nurturant rights of children than were males (for means by sex and by group see Table 11 for Nurturance scales and Table 12 for Self-determination scales). One possible explanation of this finding would be that the scale scores are reflecting differences in role socialization that occurs on the basis of sex. The traditional view of the roles of women and men vis-a-vis children stresses the nurturant role of women as the providers of care and comfort to children, while stressing the economic provider role of men. To the extent that such traditional

Table 7

Analyses of Variance Summary Tables--Nurturance Scales

Health Subscale

	DF	SUMS OF SQUARES	MEAN SQUARES	F-RATIOS	PROBABILITY
FACTOR A (GROUP)	3	11466.49	3822.163	14.2229	.0000
FACTOR B (SEX)	1	583.4905	583.4905	2.1713	.1375
A X B INTERACTION	3	1494.510	498.1697	1.8538	.1355
ERROR	360	96744.00	268.7332		

Education/Information Subscale

	DF	SUMS OF SQUARES	MEAN SQUARES	F-RATIOS	PROBABILITY
FACTOR A (GROUP)	3	27146.19	9048.727	22.8284	.0000
FACTOR B (SEX)	1	6763.188	6763.188	17.0624	.0002
A X B INTERACTION	3	1377.913	459.2708	1.1587	.3252
ERROR	360	142497.0	396.3804		

Table 7 (cont'd)

Economic Subscale

	DF	SUMS OF SQUARES	MEAN SQUARES	F-RATIOS	PROBABILITY
FACTOR A (GROUP)	3	4931.738	1643.913	4.8570	.0029
FACTOR B (SEX)	1	1449.741	1449.741	4.2804	.0368
A X B INTERACTION	3	588.2590	196.0863	.5793	.6332
ERROR	360	121946.0	338.4609		

Safety/Care Subscale

	DF	SUMS OF SQUARES	MEAN SQUARES	F-RATIOS	PROBABILITY
FACTOR A (GROUP)	3	12941.54	4313.844	14.4908	.0000
FACTOR B (SEX)	1	5737.539	5737.539	19.2733	.0001
A X B INTERACTION	3	1199.461	399.8203	1.3431	.2590
ERROR	360	107170.0	297.6943		

Table 7 (cont'd)

Legal, Judicial, Political Subscale

	DF	SUMS OF SQUARES	MEAN SQUARES	F-RATIOS	PROBABILITY
FACTOR A (GROUP)	3	4496.832	1498.944	3.7560	.0112
FACTOR B (SEX)	1	112.8324	112.8324	.2827	.6019
A X B INTERACTION	3	330.1675	110.0558	.2758	.8443
ERROR	360	143668.0	399.0776		

Overall Nurturance Scale

	DF	SUMS OF SQUARES	MEAN SQUARES	F-RATIOS	PROBABILITY
FACTOR A (GROUP)	3	165455.4	55151.81	10.8014	.0000
FACTOR B (SEX)	1	53279.47	53279.47	10.4347	.0016
A X B INTERACTION	3	11680.53	3893.509	.7625	.5187
ERROR	360	1838160.	5106.000		

Table 8

Analyses of Variance Summary Tables--Self-Determination Scales

Health Subscale

	DF	SUMS OF SQUARES	MEAN SQUARES	F-RATIOS	PROBABILITY
FACTOR A (GROUP)	3	10725.49	3575.164	5.6341	.0012
FACTOR B (SEX)	1	122.4940	122.4940	.1930	.6650
A X B INTERACTION	3	1088.506	362.8352	.5718	.6382
ERROR	360	228440.0	634.5554		

Education/Information Subscale

	DF	SUMS OF SQUARES	MEAN SQUARES	F-RATIOS	PROBABILITY
FACTOR A (GROUP)	3	15182.34	5060.785	6.6740	.0004
FACTOR B (SEX)	1	197.3562	197.3562	.2603	.6166
A X B INTERACTION	3	430.6439	143.5479	.1893	.9035
ERROR	360	272984.0	758.2888		

Table 8 (cont'd)

Economic Subscale

	DF	SUMS OF SQUARES	MEAN SQUARES	F-RATIOS	PROBABILITY
FACTOR A (GROUP)	3	12411.96	4137.320	5.1786	.0020
FACTOR B (SEX)	1	16.96736	16.96736	.0212	.8790
A X B INTERACTION	3	658.0325	219.3441	.2746	.8452
ERROR	360	287611.0	798.9194		

Safety/Care Subscale

	DF	SUMS OF SQUARES	MEAN SQUARES	F-RATIOS	PROBABILITY
FACTOR A (GROUP)	3	13152.99	4384.328	6.5566	.0005
FACTOR B (SEX)	1	25.99527	25.99527	.0389	.8361
A X B INTERACTION	3	1731.005	577.0015	.8629	.4630
ERROR	360	240727.0	668.6860		

Table 8 (cont'd)

Legal, Judicial, Political Subscale

	DF	SUMS OF SQUARES	MEAN SQUARES	F-RATIOS	PROBABILITY
FACTOR A (GROUP)	3	14196.95	4732.316	6.9621	.0003
FACTOR B (SEX)	1	11.95074	11.95074	.0176	.8898
A X B INTERACTION	3	795.0491	265.0164	.3899	.7638
ERROR	360	244700.3	679.7222		

Overall Self-Determination Scale

	DF	SUMS OF SQUARES	MEAN SQUARES	F-RATIOS	PROBABILITY
FACTOR A (GROUP)	3	275473.8	91824.50	6.1430	.0007
FACTOR B (SEX)	1	81.64972	81.64972	.0055	.9393
A X B INTERACTION	3	11694.35	3898.116	.2608	.8548
ERROR	360	5381194.	14947.73		

Table 9

Newman-Keuls Tests of Group Mean Differences--Nurturance Scales*

Group 1 . . . . High School Students
Group 2 . . . . Undergraduate Education Majors
Group 3 . . . . Other Undergraduates
Group 4 . . . . Adults

Health

Group #		Group #	$p \leq$
1	<	4	.01
1	<	3	.01
1	<	2	.01

Education - Information

1	<	4	.01
1	<	3	.01
1	<	2	.01
4	<	2	.05

Economic

3	<	1	.05
3	<	2	.01
4	<	2	.05

Safety - Care

Group #		Group #	$p \leq$
1	<	3	.01
1	<	4	.01
1	<	2	.01

Legal, Judicial, Political

3	<	2	.01

Nurturance - Overall Scale

1	<	3	.01
1	<	4	.01
1	<	2	.01
3	<	2	.01
4	<	2	.05

*Group comparisons not reported were not significant at the .05 level

Table 10

Newman-Keuls Tests of Group Mean Differences--Self-Determination Scales*

Group 1 . . . . High School Students
Group 2 . . . . Undergraduate Education Majors
Group 3 . . . . Other Undergraduates
Group 4 . . . . Adults

Health

Group #		Group #	p ≤
3	<	2	.05
3	<	1	.01
4	<	1	.05

Education - Information

3	<	2	.01
3	<	1	.01
4	<	2	.01
4	<	1	.01

Economic

3	<	1	.05
3	<	2	.01

Safety - Care

Group #		Group #	p ≤
3	<	2	.05
3	<	1	.01
4	<	2	.05
4	<	1	.01

Legal, Judicial, Political

3	<	2	.01
3	<	1	.01
4	<	1	.05

Self-Determination - Overall Scale

3	<	2	.01
3	<	1	.01
4	<	1	.05

*Group comparisons not reported were not significant at the .05 level

Table 11

Mean Scale Scores by Group and by Sex--Self-Determination Scales

Group	Health	Educ/ Info.	Economic	Safety/ Care	Leg/Jud/ Pol.	Self-Deter. Overall
Group 1	112.74	134.97	130.11	124.96	131.85	634.62
Group 2	108.21	132.98	133.45	120.21	128.03	614.14
Group 3	97.51	119.75	118.26	109.53	115.16	560.20
Group 4	103.89	121.49	124.28	111.26	120.60	581.43
Males	105.23	124.67	124.77	114.74	122.71	591.94
Females	105.60	128.58	127.81	117.13	124.40	599.61

Group 1 = High school students
Group 2 = Undergraduate Education majors
Group 3 = Other undergraduates
Group 4 - Adults

Table 12

Mean Scale Scores by Group and by Sex--Nurturance Scales

Group	Health	Educ/ Info.	Economic	Safety/ Care	Leg/Jud/ Pol.	Nurturance Overall
Group 1	169.21	163.64	133.86	159.78	146.68	773.18
Group 2	184.40	188.62	136.34	176.45	151.90	837.72
Group 3	182.64	182.49	126.19	172.02	142.46	805.81
Group 4	181.94	182.10	128.97	174.93	145.08	813.02
Males	178.01	172.91	127.30	164.92	144.90	788.05
Females	181.33	183.73	133.39	174.43	147.80	820.67

expectations have been internalized by males and females, it is not surprising that females hold generally and significantly more favorable attitudes toward the nurturant rights of children than do men.

Discussion

A brief recapitulation of our findings would lead to the following statements:

1. At least in respect to certain types of content, people's attitudes regarding nurturance and self-determination are independent of each other, thus supporting a conceptualization of these into separate dimensions.

2. Likewise, subjects respond differently to different content areas, although it does appear that Health and Safety-Care are the same domain.

3. Group differences occur, with high-school students advocating more self-determination but less Nurturance than do adult groups.

4. Sex differences obtain on some subscales, in line with sex-role expectations that females would be more nurturant.

In summary, the accurate and reliable assessment of attitudes toward the rights of children is a necessity if coherent and responsive institutional and governmental policies toward children are to be implemented. In the current climate of advocacy and counter-advocacy regarding the rights of children, it becomes increasingly difficult to ascertain just what the attitudes of various subgroups in the population at large, including that subgroup called "children," are toward the rights proposed to be extended toward children. In addition, measurement of current attitudes regarding the rights of children serves a vital function as the basis for contingency planning for various sectors of society, particularly those institutions and organizations which frequently serve children as their clientele, such as school systems as health service delivery systems. To the extent that favorable

attitudes toward a given right are held widely throughout the population, it is likely that institutions will find themselves necessarily accommodating their policies to fit the new cultural expectation in the not-too-distant-future. So, for example, hospitals should perhaps begin planning now for specially-trained personnel to counsel children if children are to be given final say over their own health care.

In a larger sense, however, the development of reliable instruments to measure attitudes toward the rights of children can be helpful in ascertaining where conflicting attitudes between adults and children lie, and as a helpful tool in the clarification and management of conflict between generations. The clarification and understanding of the bases of conflict is a necessary prerequisite for fair and peaceful conflict resolution. We believe the instrument described in this paper is a step in the right direction.

In conclusion, it is felt that the accurate measurement of attitudes toward the rights of children ultimately has real-world implications for policies which will affect both the physical and mental well-being of all children. The Children's Rights Attitude Scale represents an instrument which has been carefully prepared and is empirically-based, and which can potentially fill the need for adequate measurement of attitudes in this area.

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APPENDIX A

Statements of Children's Rights Developed by Organizations, Advocacy Groups, and Individuals

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Farson's Typology of Children's Rights

I. The Right to Self-Determination

II. The Right to Alternative Home Environments
- A. The right to have alternative home environments provided
- B. The right to choose an alternative home environment

III. The Right to Responsive Design
- A. The right to environmental and product safety
- B. The right to have the environment and products designed for the smaller size of children

IV. The Right to Information

V. The Right to Educate Oneself
- A. The right to have alternative educational opportunities provided
- B. The right to design one's own education, choosing from many options
- C. The right not to attend school

VI. Freedom from Physical Punishment

VII. Sexual Freedom
- A. The right to sexual information
- B. The right to a nonsexist education
- C. The right to engage in sexual activities approved for adults

VIII. The Right to Economic Power
- A. The right to work
- B. The right to manage and acquire money
- C. The right to equal pay for equal work
- D. The right to choose trade apprenticeship over school
- E. The right to gain promotion to leadership positions
- F. The right to own property
- G. The right to develop a credit record
- H. The right to enter into binding contracts
- I. The right to engage in business
- J. The right to achieve financial independence
- K. The right to obtain guaranteed support apart from the family

IX. The Right to Political Power
- A. The right to vote

X. The Right to Justice
- A. The right to due process under the law
- B. The right to have the law applied equally to adults and children
- C. The right to have an advocate to protect their rights against their parents as well as against the system

SPSSI's Typology of Children's Rights

I. The Right to Welcome
   - A. The right to be wanted and planned for
   - B. The right to have safe family planning supplies and services available
   - C. The right to universal family life education with supervised experience with children

II. Health
   - A. The right to optimal health care from the prenatal period throughout childhood, including physical, dental, optical, psychological, and other needs
   - B. The right to not be subjected to sedation or other behavior-modifying medications for the convenience of caretakers
   - C. The right to accept or refuse treatment without parental consent

III. Safety
   - A. The right to protection from physical, sexual, or psychological abuse
   - B. The right to protection against neglect
   - C. The right to protection from brutalizing
   - D. The right to have corporal punishment abolished
   - E. The right to product safety
   - F. The right to environmental planning safety
   - G. The right to accessible social services for abused, harshly punished, or neglected children
   - H. The right to have alternative home environments provided promptly and permanently for children "at risk"

IV. Nutrition
   - A. The right to food of sufficient quality, quantity, and variety, to insure maximum health, growth, and mental development
   - B. The right to have additives and adulteration of food regulated
   - C. The right to nutritious school lunches for all children and the elimination of "empty calorie" items from school diets

V. Physical Comfort
   - A. The right to adequate clothing
   - B. The right to adequate housing

VI. Care
   - A. The right to a continuing relationship of trust with 1 primary adult and a few auxiliary adults who can reciprocate

VII. Education
   - A. The right to a full quality education including physical, vocational, experiential, and academic programs
   - B. The right to freedom from coercive threats, humiliation, or the infliction of pain in the educational system
   - C. The right to access to high quality alternative schooling for those whom standard methods and curriculum are ineffective
   - D. The right to freedom from racial, sexual, or other stereotyping in texts, curriculum, etc.

SPSSI's TOCR (cont'd)

VIII. Labor
- A. The right to freedom from the necessity to labor excessively at home or elsewhere
- B. The right to work if the child wants to
- C. The right to keep earnings

IX. Legal Services
- A. The right to choose counsel
- B. The right to information concerning one's natural parents upon reaching majority
- C. The right to an elimination of the legal double standard as to what constitutes a punishable offense for adults and for children
- D. The right to due process and constitutional rights in criminal proceedings
- E. The right to have legal counsel supplied

X. Respect
- A. The right to not be used except with his/her permission and informed consent in research, etc.
- B. The right to freedom from labeling, except if early identification benefits clearly outweigh the deleterious effects of labeling
- C. The right to have access to data banks, records, etc., to prevent misuse or correct erroneous input

John Holt's book Escape from Childhood (1974a) lists the following as among the rights he proposes be made available to children:

> The right to equal treatment at the hands of the law--i.e., the right, in any situation, to be treated no worse than an adult would be.
>
> The right to vote, and take full part in political affairs.
>
> The right to be legally responsible for one's life and acts.
>
> The right to work, for money.
>
> The right to privacy.
>
> The right fo financial independence and responsibility--i.e., the right to own, buy and sell property, to borrow money, establish credit, sign contracts, etc.
>
> The right to direct and manage one's own education.
>
> The rignt to travel, to live away from home, to choose or make one's own home.
>
> The right to receive from the state whatever minimum income it may guarantee to adult citizens.
>
> The right to make and enter into, on a basis of mutual consent, quasi-familial relationships outside one's immediate family--i.e., the right to seek and choose guardians other than one's own parents and to be legally dependent on them.
>
> The right to do, in general, what any adult may legally do.

A Bill of Sexual Rights*

1. Freedom from sexual stereotyping
2. Freedom from sexual oppression
3. Freedom of information
4. Freedom from research nonsense and sex myths
5. Freedom to control one's own body
6. Freedom to express affection

Corollary responsibilities are:

1. No one has the right to exploit another person's body, commercially or sexually.
2. No one has the right to suppress information about sexuality.
3. No one has the right to bring an unwanted child into the world.
4. No one has the right to spread venereal disease.
5. No one has the right to exploit children sexually, or take advantage of mentally or physically handicapped people.
6. Sexual choices must be voluntary. No one has the right to impose one's sexual preferences, including when and with whom to have sex.

*Source: The Student Committee on Sexuality, Institute for Family Research and Education, Syracuse University, 1973.

A Sexual Bill of Rights for Adolescents*

1. The right to enjoy sexuality rather than suffer from it, to regard it as one aspect of total personhood, not as a problem.

2. The right to receive early, frequent, accurate data regardless of age, sex, or mental capacity.

3. The right to receive health care, regardless of age or economic status.

4. The right to learn about values, ethics and morals in a spirit of openness, not judgment or punishment.

5. The freedom to enjoy their parents and families.

6. The freedom to make mistakes and to have parents and other adults ready with support and love when the need arises.

7. Freedom from sexual and sexist stereotyping.

8. The right to control their own bodies.

9. Freedom from being diagnosed and labeled.

10. Freedom from pronatalism and parenthood myths.

11. The right to an education (pregnancy is the leading cause of school dropout for young women).

12. Freedom from fear and anxiety.

*Source: Canfield, E. Toward a manifesto of rights and responsibilities for the sexual adolescent. Journal of Clinical Child Psychology, Fall-Winter 1974, 3(3), 6-8.

APPENDIX B

300-item Version of Children's Rights Attitude Scale

(Note: Also enclosed in Appendix B are scoring keys for the 10 subscales. When scoring, please note that there are two columns to be summed for each subscale. The right-hand column for each is composed of negatively-scored items; thus the sum of the right-hand column must be reversed (changed from + to - or vice versa) before adding to the sum of the left-hand column. There is a space provided for this reversal, which is added to the left-hand sum to give the grand sum, or score on that subscale.

Scores on each subscale can range from +90 to -90. Positive scores indicate support for children's rights on that dimension in regard to that content area; negative scores indicate rejection. Scores of +30 to -30 are essentially neutral.

(Note: For data analysis, 3 points were added to each response to eliminate negative scores. Thus on the enclosed tables, possible ranges are 30 to 210, and scores of 30-90 are considered negative, 91-150 as neutral, and 151-210 as pro-children's rights.)

Nurturance --Pg. 1

Name or No._____ Group_____ Age____ Sex____ Children?____

Health

+	-
1A___	21B___
11A___	31B___
21A___	41B___
31A___	51B___
41A___	61B___
51A___	71B___
61A___	81B___
71A___	91B___
81A___	101B___
91A___	111B___
101A___	121B___
111A___	131B___
121A___	141B___
131A___	
141A___	
1B___	
11B___	

Sum = _____ Sum = _____

Reverse sign = _____

Grand Sum =

Educ./Info.

+	-
7A___	17B___
17A___	27B___
27A___	37B___
37A___	47B___
47A___	57B___
57A___	67B___
67A___	77B___
77A___	87B___
87A___	97B___
97A___	107B___
107A___	117B___
117A___	127B___
127A___	137B___
137A___	147B___
147A___	
7B___	

Sum = _____ Sum = _____

Reverse sign = _____

Grand Sum =

Economic

+	-
3B___	3A___
13B___	13A___
23B___	23A___
33B___	33A___
43B___	43A___
53B___	53A___
63B___	63A___
73B___	73A___
83B___	83A___
93B___	93A___
103B___	103A___
113B___	113A___
123B___	123A___
133B___	133A___
143B___	143A___

Sum = _____ Sum = _____

Reverse sign = _____

Grand Sum =

Safety/Care

+	-
9B___	9A___
19B___	19A___
29B___	29A___
39B___	39A___
49B___	49A___
59B___	59A___
69B___	69A___
79B___	79A___
89B___	89A___
99B___	99A___
109B___	109A___
119B___	119A___
129B___	129A___
139B___	139A___
149B___	149A___

Sum = _____ Sum = _____

Reverse sign = _____

Grand Sum =

Legal, Judicial, Political

+	-
5A___	5B___
15A___	15B___
25A___	25B___
35A___	35B___
45A___	45B___
55A___	55B___
65A___	65B___
75A___	75B___
85A___	85B___
95A___	95B___
105A___	105B___
115A___	115B___
125A___	125B___
135A___	135B___
145A___	145B___

Sum = _____ Sum = _____

Reverse sign = _____

Grand Sum =

Name or No._____ Group_____ Age____ Sex____ Children?____

Health

+	-
6B___	6A___
16B___	16A___
26B___	26A___
36B___	36A___
46B___	46A___
56B___	56A___
66B___	66A___
76B___	76A___
86B___	86A___
96B___	96A___
106B___	106A___
116B___	116A___
126B___	126A___
136B___	136A___
146B___	146A___
Sum = ____	Sum = ____
	Reverse sign = ____
Grand sum =	

Educ./Info.

+	-
142A___	2A___
2B___	12A___
12B___	22A___
22B___	32A___
32B___	42A___
42B___	52A___
52B___	62A___
62B___	72A___
72B___	82A___
82B___	92A___
92B___	102A___
102B___	112A___
112B___	122A___
122B___	132A___
132B___	
142B___	
Sum = ____	Sum = ____
	Reverse sign = ____
Grand sum =	

Economic

+	-
8A___	8B___
18A___	18B___
28A___	28B___
38A___	38B___
48A___	48B___
58A___	58B___
68A___	68B___
78A___	78B___
88A___	88B___
98A___	98B___
108A___	108B___
118A___	118B___
128A___	128B___
138A___	138B___
148A___	148B___
Sum = ____	Sum = ____
	Reverse sign =
Grand sum =	

Safety/Care

+	-
4A___	4B___
14A___	14B___
24A___	24B___
34A___	34B___
44A___	44B___
54A___	54B___
64A___	64B___
74A___	74B___
84A___	84B___
94A___	94B___
104A___	104B___
114A___	114B___
124A___	124B___
134A___	134B___
144A___	144B___
Sum = ____	Sum = ____
	Reverse sign = ____
Grand sum =	

Legal, Judicial, Political

+	-
150A___	10A___
10B___	20A___
20B___	30A___
30B___	40A___
40B___	50A___
50B___	60A___
60B___	70A___
70B___	80A___
80B___	90A___
90B___	100A___
100B___	110A___
110B___	120A___
120B___	130A___
130B___	140A___
140B___	
150B___	
Sum = ____	Sum = ____
	Reverse sign = ____
Grand sum =	

CRA Scale

This questionnaire asks about your opinions about children's rights. We are surveying different groups to determine their beliefs about what rights children should have. When reading the statements on this survey, please think of children ages 10-14.

Each statement on this survey represents an opinion and there are no right or wrong answers. You will probably disagree with some items and agree with others. We are interested in the extent to which you agree or disagree with such matters of opinion.

Read each statement carefully. Then indicate the extent to which you agree or disagree by circling the number in front of each statement. The numbers and their meaning are indicated below:

If you disagree strongly - circle -3

If you disagree somewhat - circle -2

If you disagree slightly - circle -1

If you agree slightly - - circle +1

If you agree somewhat - - circle +2

If you agree strongly - - circle +3

First impressions are usually best in such matters. Read each statement, decide if you agree or disagree and the strength of your opinion, and then circle the appropriate number in front of the statement. Please answer every statement.

If you find that the numbers to be used in answering do not adequately indicate your own opinion, use the one which is closest to the way you feel.

--Reminder: Please think of children ages 10-14--

		Strongly disagree	Disagree somewhat	Slightly disagree	Slightly agree	Agree somewhat	Strongly agree
1A.	All children should have the right to receive the best health care possible.	-3	-2	-1	+1	+2	+3
2A.	Children should <u>not</u> have the right to know whether they are adopted.	-3	-2	-1	+1	+2	+3
3A.	Society should have <u>no obligation</u> to ensure that all children receive training in how to use money wisely.	-3	-2	-1	+1	+2	+3
4A.	Parents should <u>not</u> have the right to enter a child's room without the child's permission.	-3	-2	-1	+1	+2	+3
5A.	Every child should be provided a lawyer when involved in a court case.	-3	-2	-1	+1	+2	+3
6A.	Even if a child wants medical treatment, parents should have the right to forbid this if such treatment against the parents' religion.	-3	-2	-1	+1	+2	+3
7A.	All children should have the right to the best education society can give them.	-3	-2	-1	+1	+2	+3
8A.	All children should have the right to work if they want to.	-3	-2	-1	+1	+2	+3
9A.	If children misbehave in school, any punishment that works should be allowed.	-3	-2	-1	+1	+2	+3
10A.	Children should <u>not</u> have the right to vote.	-3	-2	-1	+1	+2	+3

--Reminder: Please think of children ages 10-14--

		Strongly disagree	Disagree somewhat	Slightly disagree	Slightly agree	Agree somewhat	Strongly agree
11A.	Every child should be provided medical care whether his or her parents can pay for it or not.	-3	-2	-1	+1	+2	+3
12A.	A child should not have the right to take certain school subjects, such as sex education or driver-training, unless the child's parents give their permission.	-3	-2	-1	+1	+2	+3
13A.	If an employer has to choose between laying off either a child or an adult who are doing the same jobs, the child should be the one laid off.	-3	-2	-1	+1	+2	+3
14A.	Children should have the right to select whom they want to confide their problems to.	-3	-2	-1	+1	+2	+3
15A.	All children should have the right to a trial by jury.	-3	-2	-1	+1	+2	+3
16A.	When a dangerous medical operation on a child is being considered, adults, rather than the child, should make the decision.	-3	-2	-1	+1	+2	+3
17A.	All children should have the right to competent teachers.	-3	-2	-1	+1	+2	+3
18A.	Children should have the right to have a savings account in their own name, rather than their parent's name.	-3	-2	-1	+1	+2	+3
19A.	Children should have no special right to adequate housing.	-3	-2	-1	+1	+2	+3
20A.	Children should not have the right to run for public office.	-3	-2	-1	+1	+2	+3

--Reminder: Please think of children ages 10-14--

		Strongly disagree	Disagree somewhat	Slightly disagree	Slightly agree	Agree somewhat	Strongly agree
21A.	No child should be turned away by a hospital just because the child's family cannot pay the hospital bill.	-3	-2	-1	+1	+2	+3
22A.	Sometimes it is necessary to maintain records on children which they themselves should have no right to see.	-3	-2	-1	+1	+2	+3
23A.	Children who lose their jobs should not be entitled to unemployment compensation like adults are.	-3	-2	-1	+1	+2	+3
24A.	Children should have the right to play dangerous games and sports if they wish.	-3	-2	-1	+1	+2	+3
25A.	Actions not considered as crimes for adults should not be considered as crimes for children.	-3	-2	-1	+1	+2	+3
26A.	Children should have no say in choosing which doctor they go to.	-3	-2	-1	+1	+2	+3
27A.	Society should have the obligation to ensure that all children, even if they are poor, receive as much education as they can handle.	-3	-2	-1	+1	+2	+3
28A.	Children should have the right to own and control their personal belongings (clothes, toys, books, etc.).	-3	-2	-1	+1	+2	+3
29A.	Except in extreme circumstances, alternatives to living at home should not be provided for children.	-3	-2	-1	+1	+2	+3
30A.	Only a responsible adult should be able to decide to sue someone in a child's behalf.	-3	-2	-1	+1	+2	+3

--Reminder: Please think of children ages 10-14--

		Strongly disagree	Disagree somewhat	Slightly disagree	Slightly agree	Agree somewhat	Strongly agree
31A.	Even if a child's family cannot afford to provide lunch money, a hot school lunch should be provided for the child.	-3	-2	-1	+1	+2	+3
32A.	Children should have no major role in the decisions about which teacher to hire.	-3	-2	-1	+1	+2	+3
33A.	Children should not be given preference over adults for jobs.	-3	-2	-1	+1	+2	+3
34A.	A child should have the right to watch any TV show he or she wants even if the show creates a lot of fear in the child.	-3	-2	-1	+1	+2	+3
35A.	Children should have the right to engage in sexual activities without any legal restriction.	-3	-2	-1	+1	+2	+3
36A.	Children should be forced to brush their teeth regularly.	-3	-2	-1	+1	+2	+3
37A.	Expelling a child from school, for whatever reasons, is wrong because the child should have a right to an education.	-3	-2	-1	+1	+2	+3
38A.	Children should have the right to enter into binding contracts.	-3	-2	-1	+1	+2	+3
39A.	Under no conditions should a child's natural parents be forced to give up their children.	-3	-2	-1	+1	+2	+3
40A.	No child should have the right to bring criminal charges against others.	-3	-2	-1	+1	+2	+3

--Reminder: Please think of children ages 10-14--

		Strongly disagree	Disagree somewhat	Slightly disagree	Slightly agree	Agree somewhat	Strongly agree
41A.	All children should have the right to receive three square meals a day.	-3	-2	-1	+1	+2	+3
42A.	Parents should have the right to decide what religious training and experiences their children will be exposed to.	-3	-2	-1	+1	+2	+3
43A.	Even if children want to work, society should have no obligation to provide jobs for them.	-3	-2	-1	+1	+2	+3
44A.	If a parent and a child want to watch two different TV shows appearing at the same time, the child should have just as much right to watch his or her choice as the adult.	-3	-2	-1	+1	+2	+3
45A.	No child should be placed in a reform school or prison without a trial by jury.	-3	-2	-1	+1	+2	+3
46A.	An adult, rather than the child, should decide whether the child needs to be treated by a psychiatrist for mental problems.	-3	-2	-1	+1	+2	+3
47A.	Society should have an obligation to provide all children with educational books, movies, and other experiences.	-3	-2	-1	+1	+2	+3
48A.	Children should have the right to buy and sell property with no one else's permission.	-3	-2	-1	+1	+2	+3
49A.	Society should have no special obligation to ensure that all children have a loving home environment.	-3	-2	-1	+1	+2	+3
50A.	Children should not have the right to choose their own lawyers.	-3	-2	-1	+1	+2	+3

--Reminder: Please think of children ages 10-14--

		Strongly disagree	Disagree somewhat	Slightly disagree	Slightly agree	Agree somewhat	Strongly agree
51A.	It should be illegal to sell manufactured food products which contain substances that are potentially unhealthful for children.	-3	-2	-1	+1	+2	+3
52A.	Children should <u>not</u> have the right to take vocational training in school until they have mastered the basic skills of reading, communication, and mathematics.	-3	-2	-1	+1	+2	+3
53A.	There should be <u>no</u> guarantee that children will be paid the same wages as adults, even for the same work.	-3	-2	-1	+1	+2	+3
54A.	Children should have the right to live with whomever they wish, even though most of us would feel the children weren't getting adequate care.	-3	-2	-1	+1	+2	+3
55A.	<u>No</u> child should be placed in a mental institution without a sanity hearing in public court.	-3	-2	-1	+1	+2	+3
56A.	Adults, rather than children, should decide how often children need physical examinations.	-3	-2	-1	+1	+2	+3
57A.	<u>No</u> child should be discriminated against by teachers because of his or her sex, race, or religion.	-3	-2	-1	+1	+2	+3
58A.	Children should have the right to obtain credit (credit cards, bank loans, time payment plans, etc.) just like anyone else.	-3	-2	-1	+1	+2	+3
59A.	Society should have <u>no</u> obligation to provide adult supervision of children after school hours even though their parents are working.	-3	-2	-1	+1	+2	+3
60A.	Children should <u>not</u> have the right to decide whether they need a lawyer.	-3	-2	-1	+1	+2	+3

--Reminder: Please think of children ages 10-14--

	Strongly disagree	Disagree somewhat	Slightly disagree	Slightly agree	Agree somewhat	Strongly agree
61A. All children should have the right to dental treatment whenever necessary.	-3	-2	-1	+1	+2	+3
62A. Children should have no major part in planning what school buildings should be like.	-3	-2	-1	+1	+2	+3
63A. Parents who need a lot of help at home or in a family business should have the right to make their children work long hours to help out.	-3	-2	-1	+1	+2	+3
64A. Children should have the right to leave home and live wherever they want.	-3	-2	-1	+1	+2	+3
65A. All children being tried in court should be granted the same rights granted to adults.	-3	-2	-1	+1	+2	+3
66A. In an emergency, doctors should not treat a child until the parent or guardian has agreed.	-3	-2	-1	+1	+2	+3
67A. Schools should have to provide training and facilities so that all children can develop their physical skills in school.	-3	-2	-1	+1	+2	+3
68A. Children should have the right to spend their money any way they want.	-3	-2	1	+1	+2	+3
69A. Parents should be allowed to beat their own children if they feel it is necessary.	-3	-2	-1	+1	+2	+3
70A. Parents should have the right to refuse to let their child testify in his or her own favor.	-3	-2	-1	+1	+2	+3

--Reminder: Please think of children ages 10-14--

		Strongly disagree	Disagree somewhat	Slightly disagree	Slightly agree	Agree somewhat	Strongly agree
71A.	If a hospital must choose between treating a child and an adult for the same injury, the child should be treated first.	-3	-2	-1	+1	+2	+3
72A.	No child should have a right to see confidential school records dealing with his or her problems.	-3	-2	-1	+1	+2	+3
73A.	Children deserve no more protection than do adults from unfair business practices.	-3	-2	-1	+1	+2	+3
74A.	Children should have the right to decide at what time they will go to bed.	-3	-2	-1	+1	+2	+3
75A.	The laws should be changed so that children are not prosecuted for buying cigarettes.	-3	-2	-1	+1	+2	+3
76A.	No child should have the right to get medical treatment for a minor injury unless the child's parents give their permission.	-3	-2	-1	+1	+2	+3
77A.	Schools should have to provide facilities and training so that all children can develop their musical and artistic skills in school.	-3	-2	-1	+1	+2	+3
78A.	Children should have the right to spend their money on things that parents consider wasteful, frivolous, or useless.	-3	-2	-1	+1	+2	+3
79A.	Slapping a child hard may not be what you or I would do, but parents should have the right to slap their children.	-3	-2	-1	+1	+2	+3
80A.	The court should have the right to make a child testify against herself or himself.	-3	-2	-1	+1	+2	+3

--Reminder: Please think of children ages 10-14--

		Strongly disagree	Disagree somewhat	Slightly disagree	Slightly agree	Agree somewhat	Strongly agree
81A.	All children should have the right to have regular physical examinations.	-3	-2	-1	+1	+2	+3
82A.	Children should not have the right to study only what they want in school.	-3	-2	-1	+1	+2	+3
83A.	It is all right that there will always be some children who will have to work to provide themselves with the basic necessities.	-3	-2	-1	+1	+2	+3
84A.	Children should have the right to drive cars and motorcycles after they have shown they can pass a driver's license test.	-3	-2	-1	+1	+2	+3
85A.	Children should not be excluded from serving on juries.	-3	-2	-1	+1	+2	+3
86A.	Someone other than the child should make all decisions about the child's health care.	-3	-2	-1	+1	+2	+3
87A.	If the usual school program is not successful with a particular child, the school should have to provide another type of program suitable for the child.	-3	-2	-1	+1	+2	+3
88A.	Children should have the right to keep a checking account in their own name.	-3	-2	-1	+1	+2	+3
89A.	Adequate clothing for children may be a goal of our society, but it should not be a right for every child.	-3	-2	-1	+1	+2	+3
90A.	Children should not have the right to get married.	-3	-2	-1	+1	+2	+3

--Reminder: Please think of children ages 10-14--

		Strongly disagree	Disagree somewhat	Slightly disagree	Slightly agree	Agree somewhat	Strongly agree
91A.	Communities should start programs to get rid of rats, as rats are a health hazard to children.	-3	-2	-1	+1	+2	+3
92A.	All children should be required to take certain basic subjects in school, such as arithmetic and reading.	-3	-2	-1	+1	+2	+3
93A.	Parents should have the right to require their child to work at home as much as is needed.	-3	-2	-1	+1	+2	+3
94A.	Children should have the right to explore their surroundings even when adults feel this might be dangerous.	-3	-2	-1	+1	+2	+3
95A.	The laws should be changed so that children are <u>not</u> prosecuted for drinking alcoholic beverages.	-3	-2	-1	+1	+2	+3
96A.	Children shouldn't have the right to work as many hours as they want to, when it would be bad for their health.	-3	-2	-1	+1	+2	+3
97A.	Schools should have to provide training in job skills for those children who wish it.	-3	-2	-1	+1	+2	+3
98A.	Children should have the right to obtain loans from banks and other sources without having to have an adult co-sign for them.	-3	-2	-1	+1	+2	+3
99A.	Unless a child is threatened with death, the government should <u>not</u> intervene in how the child is treated by its parents.	-3	-2	-1	+1	+2	+3
100A.	It should be all right for certain research projects to use children as research subjects without first gaining the children's permission.	-3	-2	-1	+1	+2	+3

--Reminder: Please think of children ages 10-14--

		Strongly disagree	Disagree somewhat	Slightly disagree	Slightly agree	Agree somewhat	Strongly agree
101A.	Society should have an obligation to ensure that the air that children breathe is free of unhealthful pollutants.	-3	-2	-1	+1	+2	+3
102A.	Children should not have the right to read what they want, when parents consider the reading material to be bad.	-3	-2	-1	+1	+2	+3
103A.	It is only natural that children should be financially dependent upon their parents.	-3	-2	-1	+1	+2	+3
104A.	Children should have the right to eat whenever they want instead of at regular mealtimes.	-3	-2	-1	+1	+2	+3
105A.	In divorce cases, if custody of the child is an issue, the child should be provided with a lawyer.	-3	-2	-1	+1	+2	+3
106A.	If a child has a contagious disease, he or she should be forced to stay away from other people.	-3	-2	-1	+1	+2	+3
107A.	Schools should not be allowed to use any textbook that treats any race or religion unfairly.	-3	-2	-1	+1	+2	+3
108A.	Children should have the right to give away their belongings if they wish.	-3	-2	-1	+1	+2	+3
109A.	School principals should have the right to physically punish school children in order to maintain discipline in the classrooms.	-3	-2	-1	+1	+2	+3
110A.	Children should not have the right to sue their parents.	-3	-2	-1	+1	+2	+3

--Reminder: Please think of children ages 10-14--

		Strongly disagree	Disagree somewhat	Slightly disagree	Slightly agree	Agree somewhat	Strongly agree
111A.	Vaccine shots against communicable diseases should be given to all children.	-3	-2	-1	+1	+2	+3
112A.	Parents should have the right to stop their child from studying about evolution in school if it violates their religious beliefs.	-3	-2	-1	+1	+2	+3
113A.	All children should be required to hold at least a part-time job outside the home.	-3	-2	-1	+1	+2	+3
114A.	Children should have the right to eat whatever they want.	-3	-2	-1	+1	+2	+3
115A.	There should be "children's legal advocates" who defend children from parents who treat them unjustly or cruelly.	-3	-2	-1	+1	+2	+3
116A.	Sometimes it is desirable to trick children into taking medicine.	-3	-2	-1	+1	+2	+3
117A.	Schools should have to make courses such as home economics, woodworking, and auto mechanics available to all children regardless of their sex.	-3	-2	-1	+1	+2	+3
118A.	Children should have the right to work as many hours a week as they want.	-3	-2	-1	+1	+2	+3
119A.	School teachers should have the right to ridicule or shout at their school children as they see fit.	-3	-2	-1	+1	+2	+3
120A.	The present age restrictions on candidacy for public office should be maintained.	-3	-2	-1	+1	+2	+3

--Reminder: Please think of children ages 10-14--

	Strongly disagree	Disagree somewhat	Slightly disagree	Slightly agree	Agree somewhat	Strongly agree
121A. All children should have the right to receive mental health care whether their parents can afford it or not.	-3	-2	-1	+1	+2	+3
122A. Parents should have the right to keep children from seeing movies dealing with sex.	-3	-2	-1	+1	+2	+3
123A. If an adult and a child both apply for the same job, it is only fair that the adult be given the position.	-3	-2	-1	+1	+2	+3.
124A. A child should have the right to ride a bicycle on a busy street, even if it is considered dangerous by adults.	-3	-2	-1	+1	+2	+3
125A. Punishment for a crime by a child should be less severe than the punishment given an adult for the same offense.	-3	-2	-1	+1	+2	+3
126A. Children should be forced to get vaccine shots against infectious diseases, even when they don't want to.	-3	-2	-1	+1	+2	+3
127A. Schools need to provide the widest possible variety of opportunities so that the educational needs and interests of all children are met.	-3	-2	-1	+1	+2	+3
128A. Children should have the right to go into business for themselves.	-3	-2	-1	+1	+2	+3
129A. Toy manufacturers should have no duty to make sure their products are safe before selling them to children.	-3	-2	-1	+1	+2	+3
130A. Parents should have a right to full knowledge of every aspect of their child's physical or mental health, even if the child would prefer that they did not know.	-3	-2	-1	+1	+2	+3

--Reminder: Please think of children ages 10-14--

		Strongly disagree	Disagree somewhat	Slightly disagree	Slightly agree	Agree somewhat	Strongly agree
131A.	If a child has an emotional problem, the child should receive mental health care even if the child's parents oppose such treatment.	-3	-2	-1	+1	+2	+3
132A.	Children should be forced to attend school if they don't want to.	-3	-2	-1	+1	+2	+3
133A.	Children should <u>not</u> be seriously considered for promotions to leadership positions.	-3	-2	-1	+1	+2	+3
134A.	Children should decide when and how often they wash themselves.	-3	-2	-1	+1	+2	+3
135A.	<u>No</u> curfews should be imposed by the government on children.	-3	-2	-1	+1	+2	+3
136A.	Children should be required to take any medicine prescribed for them.	-3	-2	-1	+1	+2	+3
137A.	Communities should have to provide a wide variety of schools--some traditional, some progressive--from which parents and children can make selections.	-3	-2	-1	+1	+2	+3
138A.	Children should have the right to do any kind of work they want.	-3	-2	-1	+1	+2	+3
139A.	As long as the label indicates that a material will burn easily, it should be all right for that material to be used in children's clothes.	-3	-2	-1	+1	+2	+3
140A.	Children should <u>not</u> have the right to act as their own lawyers.	-3	-2	-1	+1	+2	+3

--Reminder: Please think of children ages 10-14--

		Strongly disagree	Disagree somewhat	Slightly disagree	Slightly agree	Agree somewhat	Strongly agree
141A.	All children who need eyeglasses should receive them, even if they can't afford to pay for them.	-3	-2	-1	+1	+2	+3
142A.	Children should have the right to get factual information on anything they are interested in.	-3	-2	-1	+1	+2	+3
143A.	It should be perfectly acceptable to pay children less than adults for the same work.	-3	-2	-1	+1	+2	+3
144A.	Children should have the right to wear whatever clothing they want regardless of the weather.	-3	-2	-1	+1	+2	+3
145A.	Children should have all the legal rights now held by adults.	-3	-2	-1	+1	+2	+3
146A.	Children in poor health should be forced to follow doctor's orders if they refuse to do so.	-3	-2	-1	+1	+2	+3
147A.	Society should have to provide a wide variety of educational opportunities other than those traditionally provided by school systems. These could include opportunities to serve apprenticeships in factories, farms, government jobs, etc.	-3	-2	-1	+1	+2	+3
148A.	Children should have the right to become financially independent of their parents.	-3	-2	-1	+1	+2	+3
149A.	Drug companies should <u>not</u> be required to put medicines in child-proof containers.	-3	-2	-1	+1	+2	+3
150A.	Children should have the right to vote on issues that directly affect them, e.g., school board elections.	-3	-2	-1	+1	+2	+3

--Reminder: Please think of children ages 10-14--

		Strongly disagree	Disagree somewhat	Slightly disagree	Slightly agree	Agree somewhat	Strongly agree
1B.	All children should receive health care that is just as good as adults'.	-3	-2	-1	+1	+2	+3
2B.	Children should have the right to read whatever they want.	-3	-2	-1	+1	+2	+3
3B.	Children should <u>not</u> have to work hours equal to those that adults work.	-3	-2	-1	+1	+2	+3
4B.	<u>No</u> child should have the right to keep a personal problem from his or her parents.	-3	-2	-1	+1	+2	+3
5B.	It is proper that certain activities that are legal for adults (smoking, drinking) are <u>not</u> considered legal for children.	-3	-2	-1	+1	+2	+3
6B.	Children should be free to follow or reject doctor's orders.	-3	-2	-1	+1	+2	+3
7B.	Textbooks should expose children to an accurate picture of American life, including the good and the bad.	-3	-2	-1	+1	+2	+3
8B.	Children should <u>not</u> have the right to borrow money without their parent's permission.	-3	-2	-1	+1	+2	+3
9B.	All children should have the right to be protected from being threatened or humiliated in school.	-3	-2	-1	+1	+2	+3
10B.	Children should have the right to sue others for damages whenever they wish.	-3	-2	-1	+1	+2	+3

--Reminder: Please think of children ages 10-14--

	Strongly disagree	Disagree somewhat	Slightly disagree	Slightly agree	Agree somewhat	Strongly agree
11B. Hospitals should be required to provide facilities for children that are equal in quality to those provided for adult patients.	-3	-2	-1	+1	+2	+3
12B. A child should have the right to see whatever movie he wants, regardless of its sexual or violent content.	-3	-2	-1	+1	+2	+3
13B. Society should be required to create more jobs suitable for children.	-3	-2	-1	+1	+2	+3
14B. It is up to parents to decide what games and sports are too rough or dangerous for their children to play.	-3	-2	-1	+1	+2	+3
15B. Only the opinion of a judge should be required to decide to place a child in a reform school, orphanage, or institution for the mentally retarded.	-3	-2	-1	+1	+2	+3
16B. A child should have the right to refuse medical treatment.	-3	-2	-1	+1	+2	+3
17B. Schools should <u>not</u> have to provide physical education for children.	-3	-2	-1	+1	+2	+3
18B. Children should <u>not</u> have the right to work full time even if they want to.	-3	-2	-1	+1	+2	+3
19B. Adults need to protect children from watching harmful TV programs.	-3	-2	-1	+1	+2	+3
20B. A child should have the right to choose his or her own lawyer, no matter how competent or incompetent that lawyer may be.	-3	-2	-1	+1	+2	+3

--Reminder: Please think of children ages 10-14--

		Strongly disagree	Disagree somewhat	Slightly disagree	Slightly agree	Agree somewhat	Strongly agree
21B.	Children should have no more right than anybody else to receive good health care.	-3	-2	-1	+1	+2	+3
22B.	If a child doesn't want to take arithmetic in school, it should be the child's right not to take it.	-3	-2	-1	+1	+2	+3
23B.	Society should have a responsibility to provide financial support for children who wish to live apart from their parents.	-3	-2	-1	+1	+2	+3
24B.	Children shouldn't expect to be able to watch as much TV as they want to.	-3	-2	-1	+1	+2	+3
25B.	Even if a child has not broken the law, parents should have the right to commit their child to a state school if they feel the child is unruly.	-3	-2	-1	+1	+2	+3
26B.	Children shouldn't be forced to take medicine if they don't want to.	-3	-2	-1	+1	+2	+3
27B.	While it would be nice if schools could afford to offer music and art education, schools should not be required to provide them.	-3	-2	-1	+1	+2	+3
28B.	If parents really need money, they should have the right to use their child's money without the child's permission.	-3	-2	-1	+1	+2	+3
29B.	Parents should be stopped from harming children by constant use of shame, humiliation, or embarrassment.	-3	-2	-1	+1	+2	+3
30B.	Children should have the right to run for public office.	-3	-2	-1	+1	+2	+3

--Reminder: Please think of children ages 10-14--

		Strongly disagree	Disagree somewhat	Slightly disagree	Slightly agree	Agree somewhat	Strongly agree
31B.	Society should have no obligation to ensure that all children receive adequate nutrition.	-3	-2	-1	+1	+2	+3
32B.	A child should have the right to take a sex education course even if the parents strongly oppose the child's taking the course.	-3	-2	-1	+1	+2	+3
33B.	While children may have tasks to do at home, children should not be required to work so much at home that they have no time for play or relaxation.	-3	-2	-1	+1	+2	+3
34B.	Children should not have the right to decide where they are going to live.	-3	-2	-1	+1	+2	+3
35B.	Trials by jury for children should not be required except for extremely serious crimes.	-3	-2	-1	+1	+2	+3
36B.	When the disease or condition is fairly minor, children should be free to follow, or not follow, a doctor's recommendations.	-3	-2	-1	+1	+2	+3
37B.	The school system should not have to offer the child training in specific job skills, such as typing or auto mechanics.	-3	-2	-1	+1	+2	+3
38B.	Contracts with children should not be binding unless the children's parents also sign.	-3	-2	-1	+1	+2	+3
39B.	If a school is located in a busy traffic area, there should be provisions (such as school patrol mothers, tunnels under the street, etc.) so that children can get to school safely.	-3	-2	-1	+1	+2	+3
40B.	Children should have the right to testify--if they wish--in their own behalf or in someone else's behalf.	-3	-2	-1	+1	+2	+3

--Reminder: Please think of children ages 10-14--

		Strongly disagree	Disagree somewhat	Slightly disagree	Slightly agree	Agree somewhat	Strongly agree
41B.	Schools have no obligation to provide breakfasts for those children who don't get adequate breakfasts at home.	-3	-2	-1	+1	+2	+3
42B.	A child should have the right to study the theory of evolution even if it goes against the religious beliefs of the child's parents.	-3	-2	-1	+1	+2	+3
43B.	Children should have the right to be paid the same wages as adults for the same work.	-3	-2	-1	+1	+2	+3
44B.	Children should not have the right to decide whether or not they need an adult to take care of them.	-3	-2	-1	+1	+2	+3
45B.	Parents should have the right to place their children in mental institutions, reform schools, or other institutions without any legal proceedings.	-3	-2	-1	+1	+2	+3
46B.	Children should be free to reject medicines or vaccine shots if being treated is not dangerous to others.	-3	-2	-1	+1	+2	+3
47B.	Schools should have no responsibility to provide textbooks that accurately reflect the history of minority groups such as blacks, Jews, and Orientals.	-3	-2	-1	+1	+2	+3
48B.	Parents should have the right to decide whether their children can have credit cards of their own.	-3	-2	-1	+1	+2	+3
49B.	Authorities should intervene when a child is sexually mistreated by the child's parents or other relatives.	-3	-2	-1	+1	+2	+3
50B.	Children should have the right to refuse to testify against themselves.	-3	-2	-1	+1	+2	+3

--Reminder: Please think of children ages 10-14--

		Strongly disagree	Disagree somewhat	Slightly disagree	Slightly agree	Agree somewhat	Strongly agree
51B.	When two patients--an adult and a child--arrive at the emergency ward of the hospital with the same injuries at the same time, the adult patient should be treated first.	-3	-2	-1	+1	+2	+3
52B.	Children should have the right not to attend school on any day they feel like missing.	-3	-2	-1	+1	+2	+3
53B.	Jobs should be provided for all children who want to work.	-3	-2	-1	+1	+2	+3
54B.	Children should have no right to eat whenever they want to.	-3	-2	-1	+1	+2	+3
55B.	Under no circumstances should a child be chosen for jury duty.	-3	-2	-1	+1	+2	+3
56B.	Children should be free to reject vaccine shots or medicine even when not taking them would mean danger to others.	-3	-2	-1	+1	+2	+3
57B.	Since most women are housewives, even if they hold other jobs, it should be alright for textbooks in school to show women in only such activities.	-3	-2	-1	+1	+2	+3
58B.	Parents should have the right to decide whether their child can have a savings account.	-3	-2	-1	+1	+2	+3
59B.	If a child is harshly treated at home, the authorities should intervene so that the child is removed from this home.	-3	-2	-1	+1	+2	+3
60B.	Children should have the right to get married if they want to.	-3	-2	-1	+1	+2	+3

--Reminder: Please think of children ages 10-14--

		Strongly disagree	Disagree somewhat	Slightly disagree	Slightly agree	Agree somewhat	Strongly agree
61B.	Children should <u>not</u> have any more right than anyone else to adequate dental care.	-3	-2	-1	+1	+2	+3
62B.	Children should have the right to drop out of school whenever they wish.	-3	-2	-1	+1	+2	+3
63B.	Children should be chosen over adults to fill jobs that children can easily handle.	-3	-2	-1	+1	+2	+3
64B.	Children should be kept from doing things that might harm them.	-3	-2	-1	+1	+2	+3
65B.	Punishment for a crime committed by a child should be more severe than the punishment given to an adult for the same offense.	-3	-2	-1	+1	+2	+3
66B.	Decisions about a child's medical treatment should be made by the child, including cases where the child's life is at stake.	-3	-2	-1	+1	+2	+3
67B.	Society should have <u>no</u> special responsibility to educate children beyond the type of education that will prepare individuals to be self-supporting.	-3	-2	-1	+1	+2	+3
68B.	Parents should have the right to decide whether their child can have a checking account.	-3	-2	-1	+1	+2	+3
69B.	Every child should be provided clean, warm, adequate clothing.	-3	-2	-1	+1	+2	+3
70B.	Children should have the right to refuse to be used in medical research projects.	-3	-2	-1	+1	+2	+3

--Reminder: Please think of children ages 10-14--

		Strongly disagree	Disagree somewhat	Slightly disagree	Slightly agree	Agree somewhat	Strongly agree
71B.	Mental health services are a privilege, not a right, and children whose families are unable to afford them simply will not be able to have them.	-3	-2	-1	+1	+2	+3
72B.	If children want to see confidential private records about themselves at school, they should be free to look at them.	-3	-2	-1	+1	+2	+3
73B.	Children who work at home should have the right to be paid for their work.	-3	-2	-1	+1	+2	+3
74B.	If a child is overweight, the child should be forced to go on a diet.	-3	-2	-1	+1	+2	+3
75B.	The names of children caught shoplifting for the first time should be listed in the newspapers.	-3	-2	-1	+1	+2	+3
76B.	Children should have the right to choose their own doctors.	-3	-2	-1	+1	+2	+3
77B.	Achievement of good health and physical fitness should <u>not</u> be a part of the goals of the public school system.	-3	-2	-1	+1	+2	+3
78B.	Children should <u>not</u> have the right to sell their own property without an adult's permission.	-3	-2	-1	+1	+2	+3
79B.	<u>No</u> child should be beaten by his or her parents.	-3	-2	-1	+1	+2	+3
80B.	Children should have the right to refuse to be used in psychological research projects.	-3	-2	-1	+1	+2	+3

--Reminder: Please think of children ages 10-14--

		Strongly disagree	Disagree somewhat	Slightly disagree	Slightly agree	Agree somewhat	Strongly agree
81B.	Dental care should be provided to children only when their parents can pay for it.	-3	-2	-1	+1	+2	+3
82B.	Children should be completely free to pick which school subjects they take.	-3	-2	-1	+1	+2	+3
83B.	Children should have the right to receive unemployment compensation just like adults.	-3	-2	-1	+1	+2	+3
84B.	Even though children may object, if they are going to be in the streets after dark they should have to wear some kind of reflecting clothing or patches.	-3	-2	-1	+1	+2	+3
85B.	Punishment for a crime committed by a child should be the same as punishment given to an adult for the same offense.	-3	-2	-1	+1	+2	+3
86B.	A child should have the right to receive medical treatment whenever the child feels it is necessary, without permission of the parents.	-3	-2	-1	+1	+2	+3
87B.	Education should be a privilege, not a right, of children.	-3	-2	-1	+1	+2	+3
88B.	Children should <u>not</u> have the right to own or manage real estate.	-3	-2	-1	+1	+2	+3
89B.	When children are living in unsuitable homes, society should have an obligation to provide them with adequate living conditions.	-3	-2	-1	+1	+2	+3
90B.	Children should have the right to bring criminal charges against others if they wish.	-3	-2	-1	+1	+2	+3

--Reminder: Please think of children ages 10-14--

		Strongly disagree	Disagree somewhat	Slightly disagree	Slightly agree	Agree somewhat	Strongly agree
91B.	Children should have no more right than anyone else to be protected from polluted air.	-3	-2	-1	+1	+2	+3
92B.	No child should be forced to learn to read and write if the child does not want to.	-3	-2	-1	+1	+2	+3
93B.	Society should have an obligation to provide some spending money for all children.	-3	-2	-1	+1	+2	+3
94B.	Some adult, rather than the child, should have the right to decide when and where a child can ride a bicycle on the streets.	-3	-2	-1	+1	+2	+3
95B.	It is unnecessary to provide "children's legal advocates" who defend children from parents who treat them unjustly or cruelly.	-3	-2	-1	+1	+2	+3
96B.	Children ought to be able to receive birth control pills or devices without permission of the parents.	-3	-2	-1	+1	+2	+3
97B.	School authorities should have the right to expel a child for whatever reason they feel is sufficient.	-3	-2	-1	+1	+2	+3
98B.	Children should not have the right to spend their money wastefully.	-3	-2	-1	+1	+2	+3
99B.	All children should have the right to be protected from neglect or abandonment.	-3	-2	-1	+1	+2	+3
100B.	When a child is on trial, he or she should have the right to act as his or her own lawyer.	-3	-2	-1	+1	+2	+3

--Reminder: Please think of children ages 10-14--

		Strongly disagree	Disagree somewhat	Slightly disagree	Slightly agree	Agree somewhat	Strongly agree
101B.	Hospitals should have the right to turn away any child because of the family's inability to pay.	-3	-2	-1	+1	+2	+3
102B.	Children should have the right to decide which teachers they wish to study with.	-3	-2	-1	+1	+2	+3
103B.	Children should <u>not</u> be refused employment simply because of their age.	-3	-2	-1	+1	+2	+3
104B.	Children should be made to bathe regularly whether they want to or not.	-3	-2	-1	+1	+2	+3
105B.	It is proper that a nighttime curfew be maintained for children.	-3	-2	-1	+1	+2	+3
106B.	Children should be free to ignore what adults think of as being good health habits, such as washing hands before eating.	-3	-2	-1	+1	+2	+3
107B.	How much education a child receives should depend on how much money the child's family has.	-3	-2	-1	+1	+2	+3
108B.	Even if children earn their own money, how they spend it should have to be approved by their parents.	-3	-2	-1	+1	+2	+3
109B.	Children should have the right to be protected from any physical punishment.	-3	-2	-1	+1	+2	+3
110B.	If children feel they have been mistreated, they should have the right to bring legal action against their parents.	-3	-2	-1	+1	+2	+3

--Reminder: Please think of children ages 10-14--

		Strongly disagree	Disagree somewhat	Slightly disagree	Slightly agree	Agree somewhat	Strongly agree
111B.	Food companies should be allowed to produce and advertise foods that are attractive to children even if these foods lack any essential vitamins, nutrition, or health value.	-3	-2	-1	+1	+2	+3
112B.	Children should have the right to get any sexual information and instruction they want.	-3	-2	-1	+1	+2	+3
113B.	No child should be forced to work.	-3	-2	-1	+1	+2	+3
114B.	Whether a child attends church or not should be decided by the parents rather than by the child.	-3	-2	-1	+1	+2	+3
115B.	It should be illegal for children to engage in sexual intercourse.	-3	-2	-1	+1	+2	+3
116B.	Children shouldn't be forced to brush their teeth if they don't want to.	-3	-2	-1	+1	+2	+3
117B.	Children in a poor state should have no right to the same quality of education as children in a wealthier state.	-3	-2	-1	+1	+2	+3
118B.	Children's opportunities for work should have to be approved by their parents.	-3	-2	-1	+1	+2	+3
119B.	All children should have the right to live in housing of good quality.	-3	-2	-1	+1	+2	+3
120B.	No matter how immature children may be, they should have the right to vote on an equal basis with adults.	-3	-2	-1	+1	+2	+3

--Reminder: Please think of children ages 10-14--

		Strongly disagree	Disagree somewhat	Slightly disagree	Slightly agree	Agree somewhat	Strongly agree
121B.	Society should have no obligation to ensure that all children receive the medicine prescribed for them by a doctor.	-3	-2	-1	+1	+2	+3
122B.	Children should have the right to decide what subjects will be offered in school.	-3	-2	-1	+1	+2	+3
123B.	Children should have the right to a guaranteed yearly income provided by the government.	-3	-2	-1	+1	+2	+3
124B.	Children should have no right to sleep outside if the parents consider it dangerous.	-3	-2	-1	+1	+2	+3
125B.	Society has no obligation to provide a lawyer for a child who has been arrested or placed in custody for a crime.	-3	-2	-1	+1	+2	+3
126B.	A child should have the right to refuse to have an operation even when the operation is necessary to keep the child alive.	-3	-2	-1	+1	+2	+3
127B.	Society should have no obligation to ensure that children in the inner city receive an education equal in quality to that given children in the suburbs.	-3	-2	-1	+1	+2	+3
128B.	Children should not have the right to determine how the money for their clothing will be spent.	-3	-2	-1	+1	+2	+3
129B.	Society should have an obligation to ensure that all children live in safe, clean, pleasant neighborhoods.	-3	-2	-1	+1	+2	+3
130B.	A child should have the right to decide whether information concerning his or her health--physical or mental--should be released to others (parents, school officials, etc.).	-3	-2	-1	+1	+2	+3

--Reminder: Please think of children ages 10-14--

		Strongly disagree	Disagree somewhat	Slightly disagree	Slightly agree	Agree somewhat	Strongly agree
131B.	Research on children's diseases should not be done until all adult diseases have been conquered.	-3	-2	-1	+1	+2	+3
132B.	Children should have the right to see their own medical records.	-3	-2	-1	+;	+2	+3
133B.	All children should have the right to be protected from unfair business practices.	-3	-2	-1	+1	+2	+3
134B.	If a child's mother decides to remarry, the child should have no say in who the stepfather will be.	-3	-2	-1	+1	+2	+3
135B.	If a child is charged with a major crime, it should be all right to mention his or her name in the newspaper.	-3	-2	-1	+1	+2	+3
136B.	Children should have the right to refuse to wear eyeglasses even if a doctor feels they need them.	-3	-2	-1	+1	+2	+3
137B.	Some school systems will always be better than others and we shouldn't try to do anything about this fact.	-3	-2	-1	+1	+2	+3
138B.	Children should not have the right to manage their own money--adults should do it for them.	-3	-2	-1	+1	+2	+3
139B.	Society should make every effort to help parents provide an adequate home for children, including counseling and adequate home care.	-3	-2	-1	+1	+2	+3
140B.	Children should have the right to decide to whom their scores on intelligence tests and other school records will be released.	-3	-2	-1	+1	+2	+3

--Reminder: Please think of children ages 10-14--

		Strongly disagree	Disagree somewhat	Slightly disagree	Slightly agree	Agree somewhat	Strongly agree
141B.	If it is a question of either saving the life of a child or an adult in the hospital emergency room, the adult's life should come first.	-3	-2	-1	+1	+2	+3
142B.	If children want to know if they are adopted or not, they should be told.	-3	-2	-1	+1	+2	+3
143B.	No child should be required to work in order to provide himself or herself with the basic necessities.	-3	-2	-1	+1	+2	+3
144B.	It is all right for parents to open their children's mail.	-3	-2	-1	+1	+2	+3
145B.	Children charged with a crime should not have the right to be released on bail.	-3	-2	-1	+1	+2	+3
146B.	Children should have the right to donate blood if they want to.	-3	-2	-1	+1	+2	+3
147B.	School libraries should have no obligation to provide materials representing differing viewpoints on politics, religion, or other issues.	-3	-2	-1	+1	+2	+3
148B.	Parents should have a right to the money earned by their children.	-3	-2	-1	+1	+2	+3
149B.	Children should have the right to some type of adequate supervision by adults after school if parents are working then.	-3	-2	-1	+1	+2	+3
150B.	Children should have the right to vote to ensure that their interests will be represented in government policy.	-3	-2	-1	+1	+2	+3